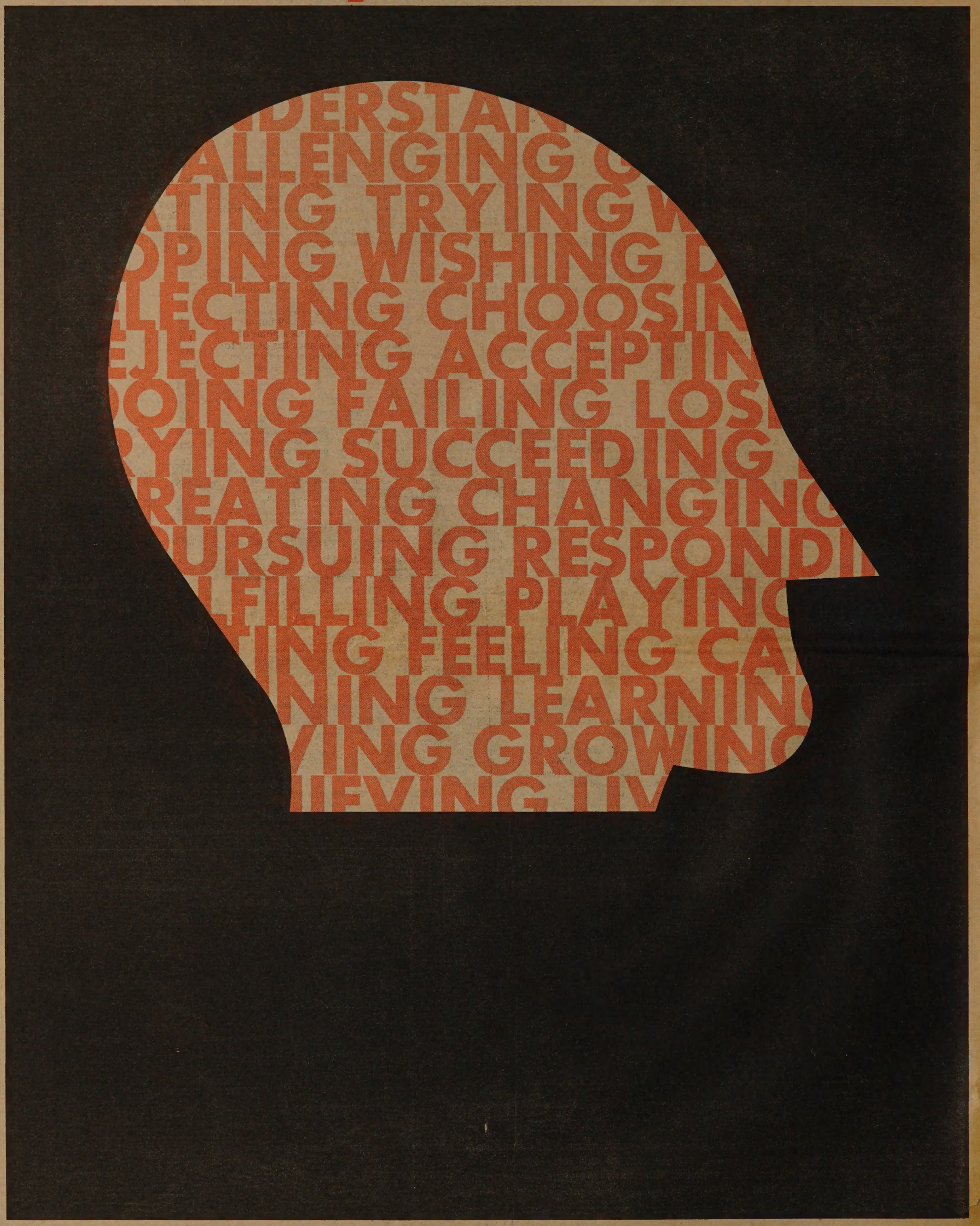
Centenary College of Louisiana

Centenary is



First things first....

You, as a human being, will be most successful when you have a clear sense of purpose and when you have the motivation to reach toward the goals that you have set for yourself. A college, in similar fashion, is most successful when it has a clear understanding of "what it is about" and when it has the commitment to create an environment which makes it possible to realize those purposes. It's what you believe about yourself and what you do about it that counts. We at Centenary believe there are some things that are central to "what we are about," and before we describe our facilities, majors, student activities, and location, we want to identify these things clearly.

We believe in the liberal arts as a kind of education important to our times.

Liberal arts education is fundamental. The liberal arts curriculum is the oldest educational system of our western heritage and dates back to the Middle Ages and the first universities. Sometimes age implies outdatedness. However, the liberal arts are as important to our time as they have been for any historical period, for they invite man to learn how to become more human, more humane. We are living in an age in which technology is having greater and greater impact upon our lives and in which largeness and complexity are demanding new responses from each of us. A liberal arts education looks backward and evaluates what man has done, and at the same time looks forward and asks, "What now?" As stated in the Centenary College catalog, the purpose of the liberal arts is to: "provide (students) with a basic understanding of human affairs and problems; to equip them to think clearly, honestly, constructively and to communicate effectively; and to introduce them to the arts and sciences that they may enjoy the best of the heritage of civilization . . . is for their effect, when studied attentively and diligently, of freeing the mind and spirit of prejudices and superstitions, and of developing a lasting preference for reason and civility in discourse and life."

Liberal arts education is practical. There is no better preparation for living in a world of change. Many students are shaken at the end of a typical four-year college education to find out that jobs have changed so quickly that what they prepared for no longer exists or has at least been radically altered. Any preparation that is inflexible is doomed to be unusable. Liberal arts graduates have the advantage of having a wider range of "tools" available to them in shaping their futures; they gain a certain elasticity that allows them to be concerned with life-planning rather than job-planning.

Liberal arts education is practical in the job market, too. The editor of COLLEGE AND UNIVERSITY BUSINESS wrote an article in the February 1973 issue entitled, "Are the Liberal Arts Dead?" His answer was "no"; and as an indication that major industry still sought the liberal arts graduate, he listed the top four traits which the Kodak Corporation looks for in an employee.

1. A person's ability to think as distinguished from mere acquisition of facts and knowledge in a specified field.
2. Self-reliance and the ability to identify and achieve important goals.
3. The ability to communicate well in both verbal and written form.
4. The ability to interpret and work with the understanding of one's contemporaries regardless of their fields . . . the ability to develop interdisciplinary interests.

We believe that a well-qualified faculty is the greatest asset that any college can have.

Centenary is proud of its faculty. And although figures may be deceiving, we think it is important for you to know that over 75% of the full-time faculty at Centenary have their Ph. D. or terminal degrees. They have earned them at such schools as Penn State, Columbia, LSU, Northwestern at Evanston, Eastman School of Music, Case Western Reserve, Yale, Texas, Illinois, Vanderbilt, Arkansas, Florida, Duke, Madrid, Oxford and Edinburgh. Among the faculty are Phi Beta Kappas, Rhodes Scholars, Fulbright Scholars, Woodrow Wilson Fellows, National Science Foundation Scholars and numerous participants in special summer programs like the Harvard Visiting Faculty Program and the Oak Ridge Laboratory Summer Series. One professor has studied moon rocks for the past two years. Another faculty member is an internationally known Jack London Scholar.

The important thing is that each of these scholars is a teacher. Centenary offers no ivory tower in which a professor may hide. Those coming to Centenary choose to come because they like young people and because they like the stimulation of teaching. They encourage students to participate in meaningful ways in their own educational experience. They are available to each student; faculty teaching loads are set so that a good variety of office hours are available for private conferences. Freshmen are often taught by department chairmen - - there are no graduate students serving as teaching assistants.

These men and women are interested in life beyond the classroom, too, in many ways. One, for example, is a member of the local school board. One is a mountain climber. Another weaves tapestry as a hobby. Several fly. One has had several exhibits of his photography. One is a member of the regional Federal Reserve Bank Board. Another is an antique auto fancier. Recently, one has been elected as chairman of a regional conservation and wilderness society. Our faculty are interesting as well as interested individuals. We believe them to be our strongest asset.

We believe that learning a proper balance between freedom and responsibility is an integral part of any young adult's education.

Centenary College has for 150 years believed that young adulthood is that formative point of time in the late teen years and the early 20's when the young adult really tackles in a significant way the problem of how to balance his new-found freedoms with an equal amount of responsibility. If any education ignores this moral dimension of life, it is defective.

Student participation in the decision-making processes is not at all new at Centenary. Centenary was one of the first colleges in the nation, before the Civil War, to have an active student government association. Today, still, students are on most faculty committees and have a meaningful imput into the decisions that affect their lives as students.

The Honor Code symbolizes the attempt by all segments of the college community to live with each other in respect and trust. In terms of the academic program, teachers no longer play the role of policeman. We assume that each young person knows why classroom experience is important. Teachers do not remain in the classroom during tests. Papers are expected to be a student's own work and not easy plagiarisms. Each student signs a pledge that he has not cheated nor seen anyone else cheating. The relationship between faculty and student becomes productive rather than punitive.

The spirit of the Honor Code is also related to residence hall requirements. Centenary became the first college in the area, some seven years ago, to offer a women's honor dormitory. Upper-class women, with parents' consent, could live in a dormitory where there were no hour regulations and where they did not have to sign out each time they left the building. To live in the honors dorm was a privilege. It has worked well.

Two years ago, Centenary inaugurated visitation privileges in all dormitories so that inter-dormitory visitation is now available, with parents' consent, to all students. Visitation is on a scheduled basis and it closely parallels women's regular dormitory hours. Men are free to visit in women's rooms and women in men's. Visitation was inaugurated because we believe it provides the best learning environment, as learning relates to the balancing of freedom and responsibility. This generation emphasizes gregariousness and non-dating mixtures of male and female. Because Centenary is primarily a residential college, we believe that the exchange of ideas and the development of interpersonal relationships are promoted better by these means than by any other.

Yet, responsibility is an equal demand. We do not expect that visitation privileges will lead to illicit sexual activity. Most studies show that it has not happened when such a change has been made - - although there will be individuals who will take advantage of any situation. We do not encourage or condone free-love or any other contemporary form of rationalizing away the importance of the kind of interpersonal relationships that are established. Certain regulations are a complementary part of the scene. When students visit, they must register their presence; and doors to all rooms must remain open. We do not offer 24 hour visitation nor do we have coed dorms. Centenary sees these regulations not as an infringement upon the personal rights of students or as any indication of a lack of trust, but rather as realistic boundaries that represent the heritage and purposes of the College. Our experience seems to indicate that young persons, although growing in wisdom and social skills, are still fallible. For the college not to express a point of view about where the balance lies or not to determine certain boundaries would be an irresponsible abdication of its role as educational partner.

We believe in diversity.

Centenary seeks diversity in its student body, for Centenary feels that diversity, too, is an integral part of a good education. We do not wish to be provincial in action or viewpoint.

Centenary's student body in 1973 represents some 35 states and 18 foreign nations. Fifty percent of all students are from Louisiana, and fifty percent are from outside the state; seventy percent of all students are from an eight-state surrounding region. Religious affiliations show that some 25 groups are represented; among the 1973 applicants, Methodists lead in total numbers with Roman Catholics not far behind. Academic reasons for choosing Centenary range from those who seek a college where they can invest their exceptional talents and aptitudes in an unusually direct and productive way to those who seek a smaller college because of the availability of faculty guidance. Family incomes range from those classified in financial aid terms as "needy" to those who are clearly affluent. Cultural backgrounds also differ widely. Minority students from 7 states are enrolled.

Centenary believes that diversity is healthy and that it offers a gold-mine of experience. Different points of view, different perspectives and different life styles are all at home at Centenary.

We believe that our church relationship is among our strongest assets, and most cherished traditions.

Centenary College has been related to the United Methodist Church since 1839 and regards this relationship as a responsibility for providing the best, academically and personally for her students. Our religious heritage strengthens our commitment to educate the whole person. The Methodist heritage respects religious differences and has historically been commited to complete academic freedom. Centenary, because of this heritage, further believes that the development of a concern for values, a consideration for one's fellow man and a commitment to something greater than one's self are central to growth.

Centenary finds its church-relatedness a strength because it encourages an education that raises questions about values and about man's relationship to the world about him. It finds the relationship a strength because it has attracted teachers who wish to teach in this context and who are willing to tackle these questions themselves. And it also finds the relationship healthy because it offers a meaningful foundation upon which to base the concepts of freedom and responsibility.

We believe that we are not perfect.

We believe that since education is a living and changing concept that our program can always be improved. Students and faculty at Centenary don't believe that they are living in Utopia. They are not smug about the college's strong points. One hundred and fifty years of educational service has given us some valuable experience in how to do this job well, but it also makes us aware that we must continually evaluate and keep up with the best educational practices. Spirited criticism of "ways and means" forms an important part of the free exchange of ideas by faculty and students. Like all members of academic communities, we live together in an imperfect environment yet still share a vital educational experience. We are always working to correct our faults. We invite you to join us and to help us!

We believe that Centenary alumni are contributing to the life of their communities in significant ways.

The old cliche, "the proof is in the pudding," points to the truth that the product of an idea is the real test of its value. Likewise, the alumni of a college are the best "indicators" of how well it does its job. It is impossible to offer any sort of complete list of what Centenary alumni are presently doing, but a sampling is provided below:

State Supreme Court Justice
Bishop of the United Methodist Church
University President
Director of a large Charity Hospital
Pulitzer Prize winner (who wrote of social issues)
Chief of Health and Population Dynamics in the World Health Organization
Director of a Diagnostic Center for children with major learning disabilities.
Resident home economist and food consultant with a major grocery chain.
State Public Service Commissioner
Mayor of a major city
Vice-president of a National Motel Chain
Major newspaper editor
Philanthropist
Polution sleuth

And the list does not touch all of those multitudes of persons who are less "visible" like the housewife with three children who is very active in her community volunteer agencies, or the physician who is interested enough in young people to spend time in prison rehabilitation work. Centenary alumni are active contributors of their time and talents and show a real concern for trying to make the world in which they live a better one.

Where all think alike, no one thinks very much.

Walter Lippmann

Admissions & Financial Aid

ADMISSIONS

The Numbers Game

It must seem to many students about to enter the freshman year in college that colleges are playing a "numbers game" in the admissions process. Colleges seem to be enamoured with numbers. Grade point average, standardized test scores, class rank and other numerical descriptions of one's academic achievement are required. What relationship do these numbers have to success in college, anyway? There seem to be so many other factors that are of equal importance.

Centenary, as does every college, recognizes that there are many "intangible" dimensions concerning college success . . . motivation, school curriculum, home life, health, etc. We know their importance, but no one has yet found a successful way to measure them. So we are forced to deal with those things that can be measured and our experience suggests that these numerical descriptions of one's past "track record" do help us discover those students who may expect to encounter academic difficulty at Centenary. Our commitment to the uniqueness of each individual student and the importance of his or her plans makes it rather important that we be able to project to each student what his odds for success at our college seem to be.

Our admissions standards are built upon the assumption that, if through our study we can determine that the odds seem to be at least 50-50 for the completion of a degree with the required 2.0 (or "C") average, that such a student with proper motivation can be successful at Centenary. Therefore we would feel that admission as an entering freshman would be appropriate. If, on the other hand, our evaluation suggested that the student would likely encounter academic difficulty and make less than the required "C" average, then admission to Centenary may not really serve the goals of that individual student and another school's expectations may be more appropriate to his or her plans.

Admissions Requirements

Freshman admission to Centenary requires that a student present a minimum of 15 high school units, some of which are required and some of which are recommended. Required are three units of English, two of history or other social sciences, two of mathematics (algebra and geometry are strongly recommended), and one of science. Recommended are two units of foreign language and an additional unit of English. A personal interview with a member of the Admissions staff is not required, but is advisable if it can be arranged. To be eligible for admission a candidate must meet one of the following two requirements: (1) a cumulative "C" average on all academic subjects (sometimes called "college preparatory") or (2) attain a composite standard score on the American College Testing program or the Scholastic Aptitude Tests of the College Entrance Examination Board which would place him or her among the upper one-half of high school seniors, based on the twelfth-grade college bound norm for the most recent year. Centenary also accepts applications for admissions from students presenting a diploma issued on the basis of the GED test series.

A student who does not meet one of the requirements noted above as (1) and (2), but has a strong desire to enroll in the college, may present additional supportive evidence of academic potential. Such cases will be reviewed by the faculty committee on Admissions.

Transfer Students

Transfer students are accepted with a cumulative "C" average. If the cumulative average is below that figure, but there are reasons to believe that in Centenary's environment the student would be more productive, the record is taken before a faculty committee on Admissions and is evaluated in the light of its own merits. Transfer students enter Centenary for many reasons: change of family address to the Shreveport area, change of college "major", search for "greener grass", poor matching of the student's interests at a previous school, marriage, etc. One-third of each fall semester's entering class is composed of transfer students.

Centenary will accept college credit from another college on the following basis: (1) The grade in the course is "C" or above and (2) the course, or a comparable one, is offered at Centenary. The Registrar will make an official evaluation of a transfer student's transcript upon his application; an admissions officer will be able to make an unofficial evaluation at any time.

Special Categories of Admissions

Early admission is granted to certain gifted and carefully selected students who have completed the junior year in high school and who seek to be admitted as full time freshmen in the college, thereby bypassing their Senior year in high school. Such students do not automatically receive a high school diploma, but are enabled to begin the advanced academic work of college a year earlier than normal. (Centenary cooperates with all State Board of Education offices that offer the high school diploma after the first year of college by sending an official transcript to the proper person upon the request of the student.) The requirements for early admission are: (1) three units of English, three units of mathematics, two units of social science and two units of natural science, (2) the recommendation of the student's principal, guidance counselor, and parents in writing, (3) junior year standardized test scores in the neighborhood of 1200 SAT composite or 26 ACT composite, (4) a strong "B" average in college preparatory subjects and (5) a personal interview with the faculty committee on Admissions. Centenary seeks students who have, for all purposes reached the highest level of challenge offered by their high school, and who demonstrate evidence of maturity and responsibility. Readiness is the key!

Deferred admission may be offered to students who are not certain that they are ready to enter college at the moment of high school graduation. For some, a year's experience in travel or employment may help clarify one's goals or test one's level of motivation. At a later point, college attendance is expected. Such a student may apply to Centenary for entrance one or two semesters past the date of high school graduation. Admission will be granted to such students on the same basis as to entering freshmen, and a space will be held for them.

Concurrent admission may be offered to students who have less than a full schedule during their senior year in high school and who wish to enroll for less than 4 courses at Centenary College. Some students, for example, may lack only two units for the awarding of the high school diploma. They may have exhausted most elective choices and wish to remain a "full-time" student by taking several courses at Centenary. Students will be allowed concurrent admission if they meet all of the early admission requirements. Credit toward graduation will be offered to students enrolled in such a program.

Delayed credit or no credit may be offered to students in several ways. High school students may take one or two courses during the summer between their junior and senior year in high school or one or two courses during the senior year. Students with this interest should be able to meet entrance requirements for new freshmen. Credit for courses taken at Centenary will be given only if the student enrolls at Centenary after the completion of high school graduation and remains as a full-time student for one full semester. If the student enrolls at another college, the course may be used for personal enrichment but may not be transfered.

Other persons may take courses under the college's special audit program which is a part of the "Continuing Education" program of the college. No credit or grades are given in such courses, but the student gains the experience of the classroom and does enter into classroom interaction.

Advanced Placement and Credit

Regulations and guidelines for advanced placement and credit are usually rather vague and vary quite widely from college to college. Advanced placement usually means that a student may bypass a certain course because he or she has demonstrated proficiency at its level. The student does not gain credit for the course by-passed but is allowed to begin course work at a higher level of proficiency and demand. Advanced credit usually means that actual course credit is placed on the student's official transcript when proficiency is demonstrated at Centenary. Advanced placement and/or credit may be gained by participation in the Advanced Placement program of the CEEB. Tests are given scores of 1, 2, 3, 4, or 5. The student must make a minimum score of 3 to have the test evaluated. Each department chairman reviews the test and determines whether placement should be offered at all, whether placement but no credit will be offered or if credit will be offered.

Credit up to 24 hours may be gained at Centenary through participation in the general tests of the CLEP test program. The general examination consists of 5 subdivisions. Credit is given by scoring at or above the 50th. percentile (combined sophomore national norm for male and female) on each subdivision. Credit gained is contingent upon the student's successfully completing 30 hours of credit at Centenary College. Individual tests of the CLEP program may also be taken, but are not offered at the same test administration as the general tests.

To Apply

1. Complete an application form and return it with a $10 non-refundable fee. You may use the application on the back page of this tabloid for your convenience.
2. Send your high school or college transcript. (If you are a college transfer student and have accumulated less than 30 hours, you should also send a high school transcript and test scores.)
3 Send the results of the ACT, SAT, or GED test.
4. Send any other forms or recommendations noted as necessary in the various categories above.

Rolling Admissions

Centenary has a "rolling admissions" policy and will evaluate a request for admission as soon as the above 4 items are in one's folder. A letter will usually be written within 3 days of the date an action is taken. A student is requested to reply within 30 days of the receipt of his or her letter of admission by sending in the advance deposits noted in the letter. ($50 advanced tuition, $50 room damage deposit and $15 orientation fee for all new students) The deposits may be waived temporarily if the student has applied for scholarship or financial aid and has not yet received notification of an award or if he or she is waiting on another college's admission decision. The purpose of the advance deposits is to remind the student of the seriousness of his or her plans and is to help the college establish as early as possible the class sections and housing arrangements that will be necessary. They are not meant to be punitive in any way.

FINANCIAL AID

Centenary College awards scholarships upon consideration of academic achievement, leadership skills and other outstanding abilities and talents. Other categories of financial aid are based upon consideration of need and require the filing of a need analysis form. Financial assistance is awarded without regard to race, color or religious affiliation. Awards may consist of scholarships, grants, student loans or part-time employment. Applications for scholarships and other types of financial aid will be considered by the Director of Financial Aid as soon as the student is admitted to the college.

All scholarships that are offered students on the basis of their academic achievement, leadership skills or other outstanding abilities or talents are merit awards. Merit awards are not related to financial need and no student is required to file a need analysis form with the college to be eligible for the awarding of one (a Centenary form used for the setting up of a file is required but it does not seek any detailed information).

Grants, and all government monies, are offered students on the basis of a financial needs analysis. The determination of need is often a difficult task. To help with the evaluation of need, Centenary requires applicants to file a Parent's Confidential Statement with the College Scholarship Service. Forms may be obtained from any high school or the financial aid officer of any college - - or it will be sent to you by Centenary upon your specific request. Much of the information requested is personal in nature. But both the student and parent may be certain that such information will be used only by persons responsible for the administration of Centenary's student aid program.

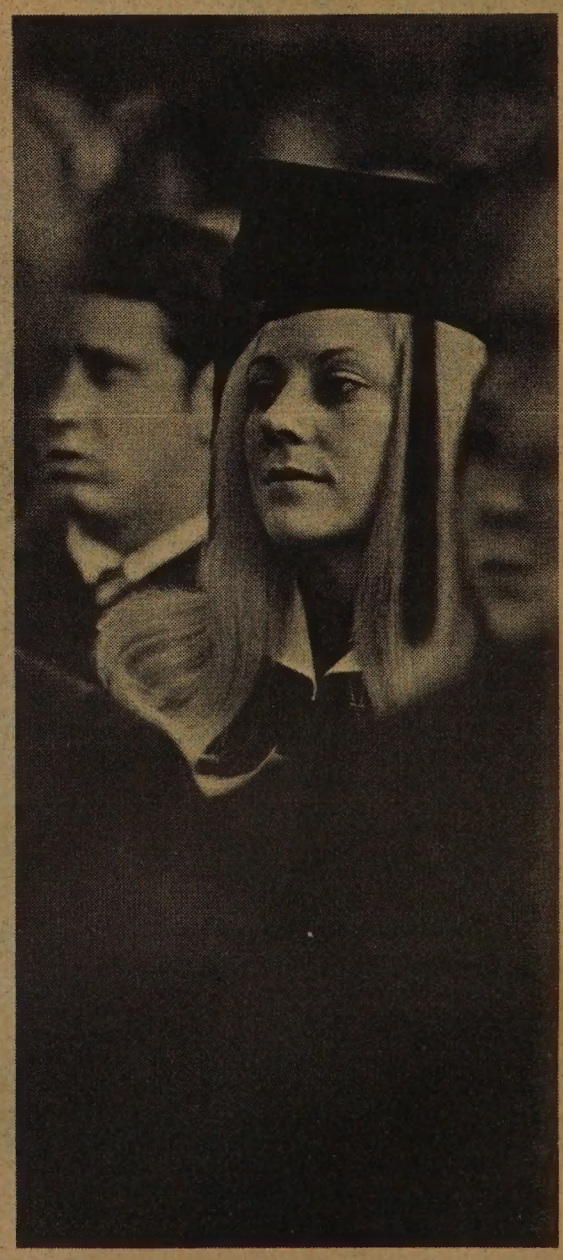
Centenary Scholarships

President's Scholarship: Twenty-one scholarships are offered to incoming freshmen students showing exceptional academic achievement. In order to be named a "President's Scholar" a student must have a minimum test score of a 28 ACT composite or a 1250 SAT composite and must have a high school cumulative grade point average in college preparatory subjects of 3.0 or above. The scholarship is valued at ½ tuition and is awarded for the four years of attendance at Centenary; the student must maintain a "B" average while at Centenary to keep the award. Interested students are encouraged to apply for the President's Scholarship early as they are awarded on a "first-come, first-served" basis, as long as the applicant meets the minimum requirements.

Other scholarships are:*

- Alumni Scholarship
- Athletic Scholarship
- Band Scholarship
- Choir Scholarship
- Endowed Scholarship
- Howard Daughenbaugh Memorial Scholarship
- Minister's Dependent Scholarship
- Pre-theological Scholarship
- Shreveport Symphony Scholarship

*A complete listing of all available scholarships may be found in the 1974-1975 college catalog.



Employment and Loans

A limited number of jobs on the campus are available to full time students, and emergency loans are available. Applications for both may be gotten from the Financial Aid Office. Jobs are offered in early September, and throughout the year. We do not suggest that any student consider these jobs as certain, nor as integral to their plans for financing their college education. The college also serves as a co-ordinating agent for jobs available off-campus as well.

Centenary Loans

Certain funds, with varying rates of interest and length of payback periods, are available to needy students directly through the Financial Aid Officer. Among these are the United Methodist Student Loan, the Pickett and Hatcher Educational Fund and others.

Federally Guaranteed Loans

The federal government has begun to encourage lending institutions to loan students money as a means of paying for their education. A loan is seen as an investment in one's future, no different in nature than any other loan made on those things of necessity or of special interest to a particular family. To encourage these loans, the government has entered contracts to guarantee the lending institution its interest on the loan and also its loss against any default. Numerous kinds of loans are available. Centenary College can provide the interested student with forms for a Louisiana Higher Education Assistance Commission Loan, A United Student Aid Loan or a Federally Insured Loan. In these transactions, the college acts only to certify the student's enrollment and to certify that the suggested cost estimate of the family is realistic. A Parent's Confidential Statement may be required to determine need, and thus eligibility for a federally guaranteed loan.

Federally Funded Programs

Centenary College participates in the three main federal student aid programs in higher education. They are: National Direct Student Loan Program (NDSL), College Work Study Program (CWS) and Supplemental Educational Opportunity Grant Program (SEOG). These three are commonly referred to as the federal "campus-based programs" and require that the Parent's Confidential Statement or equivalent need analysis documents be filed in order to determine need.

The other federal student aid program that Centenary participates in is the Basic Educational Opportunity Grant Program (BOG). Students not previously enrolled in a post-secondary institution prior to April, 1973, are encouraged to apply. The BOG does not require a Parent's Confidential Statement, but rather a specific government form entitled, "Request for Determination of Expected Family Contribution." The form may be obtained from colleges, high schools, and at federal and state office buildings.

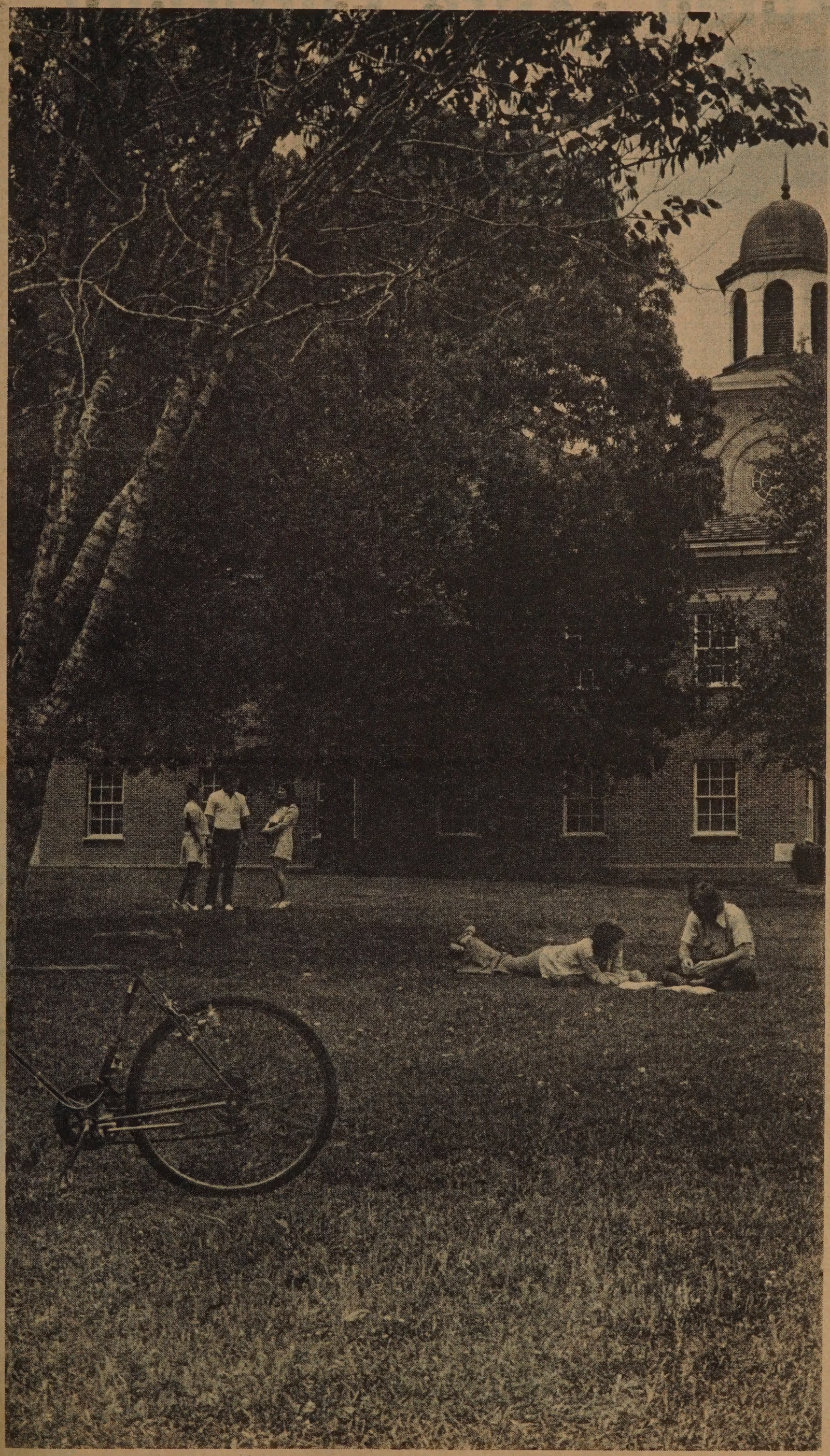
Please refer to the college catalog or the Centenary College financial aid brochure for details on all of the above federal programs.

To Apply For Financial Aid

1. Apply for admission through the regularly established procedures.
2. Complete a Centenary form entitled, "Application for Scholarship/Financial Aid.
3. File a Parent's Confidential Statement if you are applying for any funds based on a need analysis.

Footnote

Your college education is important. Apply to the school or schools that will help you meet your educational goals. Remember that the financial need analysis shows the financial aid officer what your family ought to be able to afford as determined by a nationally researched and normative table. It may not, however, be the same as that which your family feels it can contribute, and it may not be at all what your family will contribute toward your education.



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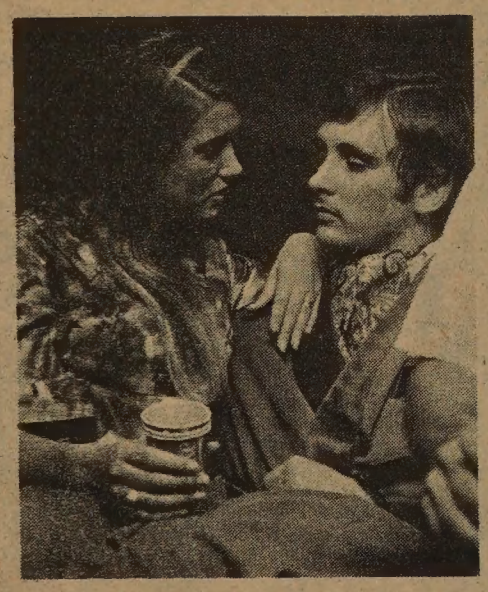
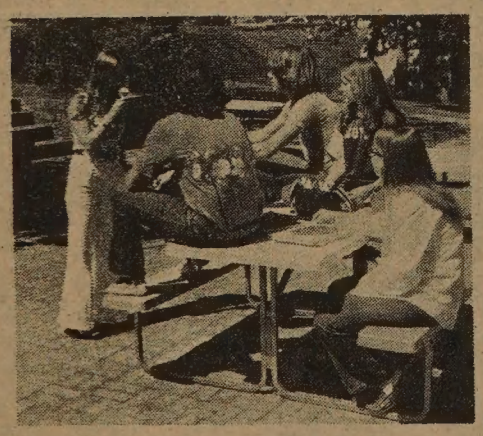




Some of the most frequently-asked questions about Centenary College are those concerning what there is to do on and off the campus - - on the weekends as well as during the weeks. Because we are a small school, many students are hesitant about even considering attending Centenary because small schools often are truly quite "dead" as far as social life is concerned. . . and because we are more often recognized for our academic excellence than for our campus social calendar, some high school students just assume that Centenary students spend all of their time in the library being "bookworms" or that many of our students are super-prudes.

When I came to Centenary as a freshman I really didn't know what to expect as far as social life was concerned. I had heard all kinds of rumors about Centenary, but I had never actually met any Centenary students until I arrived on campus in the fall. I met people from all over the United States, as well as the world - - and not just people from Louisiana. Some were intellectuals, some were not so intellectual; some enjoyed studying, many disliked the thought; some were super-straight, others not so; and I even met a few prudes, believe it or not! The thing that I noticed about a majority of the Centenary students I met, though, was that they all knew how to have a good time, and they believed that an active social life was an integral part of a complete education.

As far as not having anything to do on campus, I never found this to be the case. In fact, I sometimes wish that I had not done so much. For example, every week the Student Senate sponsors a movie, entertainer, speaker, dance, or all-campus party. Sometimes I had trouble deciding whether to study for my tests or go to the movies and concerts (I often did the latter FIRST - -and regretted it later). Some of the movies I've seen at Centenary are "Butch Cassidy and the Sundance Kid," "The Graduate," "Rosemary's Baby" (on Halloween night, which scared me to death!), "Billy Jack," "Goodbye Columbus," "Little Big Man," "Who's Afraid of Virginia Woolf?" "Hamlet," "Blow Up," "Mad Dogs and Englishmen," and even. . ."King Kong" (which was my favorite!). Not only did I see "popular" movies, but a series of art films is also shown each year, such as some of the Bergman classics ("The Seventh Seal" and "Wild Strawberries"), "Citizen Kane," "The Cabinet of Dr. Caligari," and Kenneth Clark's famed "Civilisation" series. There are also about twelve theaters in Shreveport which I frequented quite often (I love movies) and which have the dollar policy on certain days. However, some people don't get a big thrill out of eating popcorn and watching movies all of the time, so the Senate provides other things for these people to enjoy (which I don't mind because I love concerts, too). Centenary is on the coffee-house circuit, which means that every month we have singers in the SUB (Student Union Building) Most of them are people and groups that you've probably never heard of, but who provide enjoyable performances (and they tell good jokes, too): Patti Miller, Russ Kilpatrick, Ellen Kearney, Brian Carney, Mary Smith, "Chicken Hot Rod," "Fried Chicken and Watermelon." Also, we have entertainers (which are free of charge to students) in the Dome, like John Denver, Sha Na Na, It's a Beautiful Day, The Ike and Tina Turner Revue. Shreveport also brings in a number of groups each year such as Chicago, Three Dog Night, Alice Cooper, Bread, Santana, Isaac Hayes, The Jackson Five, The Nitty Gritty Dirt Band, Wishbone Ash, and even Johnny Cash, Earl Scruggs, Loretta Lynn, and Conway Twitty. The Centenary Music Department keeps the concert calendar full by providing a number of faculty and student recitals, operettas, choir concerts, chamber music concerts, and a variety of guest performers (my favorites are the harpsichord and bassoon concerts). Gosh, after the humongous group of different types of concerts that I was able to attend, no wonder I flunked my organic chemistry exam!

When I got tired of listening to music I had plenty of opportunities to hear good speakers on all types of subjects speak at Centenary. Each semester the Senate brings several Forums speakers to address the students and faculty. I've heard Anthony Burgess explain his book, A Clockwork Orange; Harlan Ellison, science fiction writer for such shows as Star Trek and The Sixth Sense; Dr. Lawrence Meredith,

author of The Sensuous Christian; Pierre Salinger; and the like. Every other Thursday a speaker from either Centenary or some other college or university presents his ideas on the topic of his choice - - the topics ranging from "The Destiny of Man" to "The History of Centenary College" (which was my favorite talk of the entire year because you wouldn't believe what some of our students did 50 and 75 years ago - - horses in the dorm rooms?). Anyway, this is something else to use your time on, if you've got a lot of time to spare!

The Marjorie Lyons Playhouse also gives you an opportunity to see the plays that it puts on free of charge. They present plays from all eras so that you will be exposed to the different kinds of plays written, from tragedies to musical comedies. I've seen fantastic performances of such things as "Marat Sade," Fiddler on the Roof," "Desire Under the Elms," "Romeo and Juliet," "The Good Woman of Setzuan," "Rosenkrantz and Guildenstern are Dead," and "Little Mary Sunshine."

If you're still not content with just movies, concerts, speakers, and plays, the Senate plans a series of participation activities for the students who like to do things. A number of all-campus dances are held each semester with bands such as The Royal American Showmen. A Halloween costume dance and party is a tradition on the campus. Not only does the Senate sponsor dances, but the campus fraternities and sororities also have dances quite frequently, and almost always non-members and independents are invited. During All-Campus weekends at Centenary, activities such as pie-eating contests, banana-eating races, ice skating parties, egg tosses, mud hole tug-of-wars, bicycle races, and plain old mud fights are experienced - - and it's so much fun to get your best friend with a mud pie in the face. Each year we also have a visit from Preston the Magician, who amazes the spectators with his nifty magic tricks during the first part of his act and then calls volunteers to be hypnotized (and made fools of) during the second part.

Last year the Senate sponsored three weekend bus trips (virtually free, too) - - one to Six Flags Over Texas and the Texas-O.U. football game; one to New Orleans and the French Quarter, and oh yeah, to watch the Centenary-LSUNO basketball game; and one to the Astrodome in Houston for the Centenary-University of Houston basketball game. Now that we have been given two Mardi Gras holidays by the faculty, the Senate will probably be taking buses down to New Orleans for the celebration.

As was mentioned earlier, the Greeks at Centenary also provide a great deal of entertainment for the students. The fraternities that we have are Kappa Alpha, Kappa Sigma, Tau Kappa Epsilon, and Theta Chi. Throughout the year they host dances and parties at their houses as well as at some of the local country clubs. Some of the traditional parties and events held each year are the KA Jungle Party and Old South Weekend, the KE Pajama Party and Black and White Fromal, TKE's May Lake Party and Red Carnation Ball, and OX's Toilet Bowl and Sweetheart Party. Sororities also provide a means through which to channel energies At Centenary the sororities are Alpha Xi Delta, Chi Omega, and Zeta Tau Alpha. A few of the traditional events of these sororities are the Alpha Xi's Great Pumpkin Contest, Faculty Brownie Party, and Rose Fromal; the Chi O's Barnyard Party, Peanut Pals Party, and Maid Day; and the Zeta's Slave Sale, Steak'n Bean Supper, and the Mother-Father-Daughter Barbeque. The Greeks also participate in service projects, such as the March of Dimes Walkathon, Open Ear, the Brook Street Breakfast Program, and tutoring for the Wilkinson Terrace school project.

Not only do the Greek organizations participate in service projects, but all students at Centenary who want to can take part in a variety of campus as well as city-wide service projects. A sociology class on campus started a telephone referral and counseling service - - an area "hot-line" - - for the community, which is manned by Centenary students as well as volunteers from the Shreveport area. Open Ear requires an extensive training program for participants, and we at Centenary believe it is playing a vital role in the community. The Brook Street Breakfast Program involves some of our student volunteers in helping serve breakfast to elementary school children at a school in the city. Some of our students have taken on scout troops, others have worked with children who needed tutoring in certain subjects, while still others work with the Caddo Community Action Agency, Satori House, and Shire House. There are numerous opportunities in Shreveport to do all types of volunteer work if you like to do these types of things.

If it's religious organizations that you like, we have them, too. Every Thursday night dinner is served for our organized religious groups at their different meeting places, followed by a program, a speaker, film, or music program. The organized groups on campus are the Methodist Student Movement (MSM), the Baptist Student Union (BSU), the Canterbury Club, the Newman Club, and the Christian Scientists. Although these are the only organized religious organizations on our campus, almost all denominations are represented as well as several other religions and the organized religious clubs are never restricted to just that one denomination in their memberships.

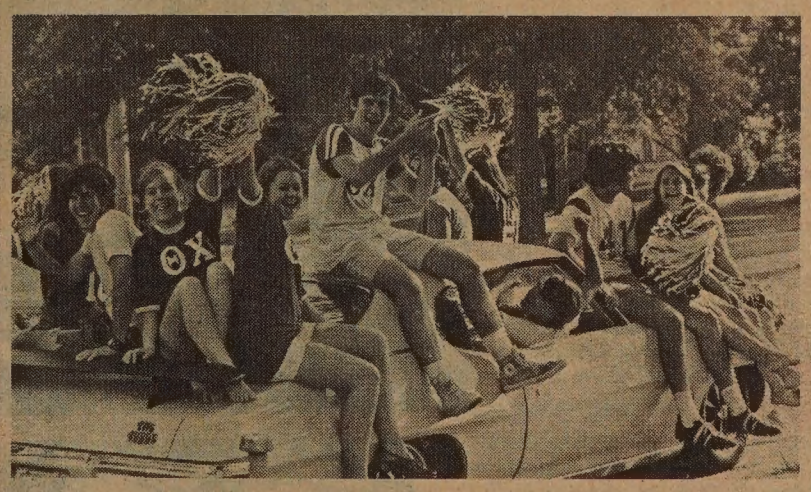
When I was in high school there were several people who were compulsive club joiners - - they just loved to join as many clubs and organizations as possible. Well, at Centenary they'll probably go nutty trying to join the wide variety of clubs we have available to students: Alpha Sigma Chi chemical fraternity, American Guild of Organists, "C" Club for lettermen, CENCO intrasorority club, Intrafraternity Council, Panhellenic, Centenary College band, Centenary College choir, math club, biology club, karate club, foreign students club, French Club, German Club, Kappi Chi religious fraternity, Kappa Lambda Latin Club, Kappa Phi art fraternity, Phi Beta music and speech fraternity, Phi Sigma Iota foreign language fraternity, Physical Education majors club, Physics club, Psychology club, Business club, River Towne Players, Sailing club, Sigma Gamma Epsilon geology Fraternity, Spanish club, Student National Educational Association, Student Louisiana Teacher's Association, Women's Student Government Association, Women's Recreational Association, Men's Intramural Council, etcetera, etcetera, etcetera. . .and if you like camping, canoeing, hiking, bicycling - - Centenary's head librarian is president of the area Ozark Society.

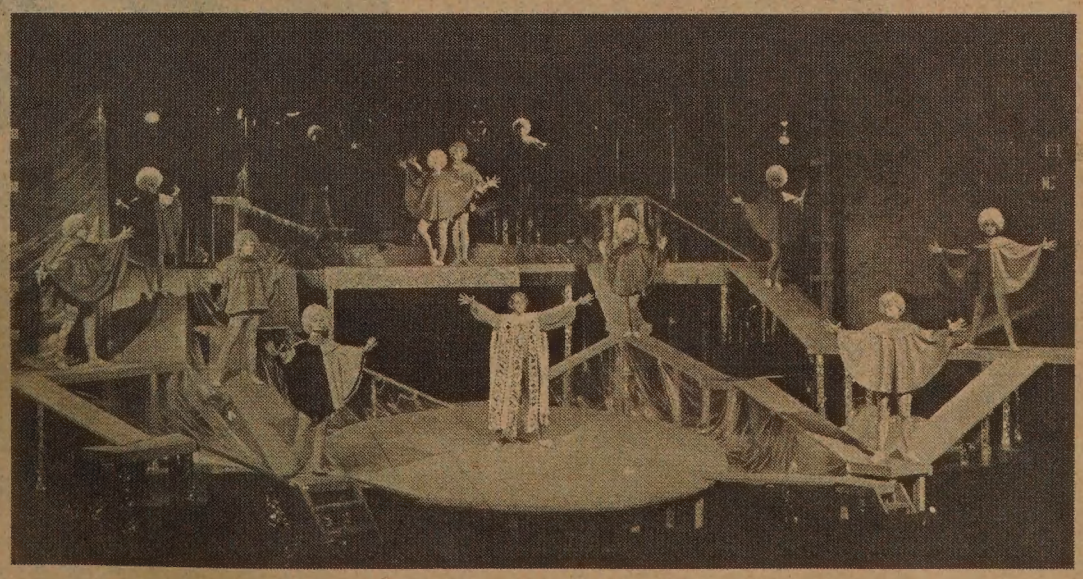
There are some honor societies at our school, too, for the students who do great things, make great grades, and are just neat people. Alpha Chi honorary scholastic fraternity for juniors and seniors with a 3.5 average holds monthly meetings at the faculty advisors' houses (they serve good food, too). Alpha Epsilon Delta is the honorary fraternity for pre-medical students who have been recognized for superior achievements. Eta Sigma Phi is an honorary classical fraternity to honor outstanding Latin students, and Lambda Iota Tau is the national literary honor society. Outstanding senior women at Centenary are eligible to be elected to the Maroon Jackets, an honorary hostess organization for the campus, while Omicron Delta Kappa is the honorary leadership fraternity for men. Each year a limited number of juniors and seniors are elected to Who's Who in American Colleges and Universities.

Interested in being a politician? You can always run for offices on the campus - - like the Student Senate, which is responsible for seeing that the students are entertained and happy. The dormitories elect Dorm Councils to run the affairs of the dorms, and the Men's and Women's Judicial Boards and the Honor Court members are elected by students to uphold parts of the judicial processes at Centenary. Students may apply for positions on the newspaper and yearbook staffs, to be selected by a student-faculty committee. . .which reminds me - - you know, at Centenary almost all of the faculty committees have student representatives appointed as members.

Well, I hope you can see that there are definitely things to do on the campus - - not to mention the things to do in Shreveport itself, such as the Barn Dinner Theater, the Port Players, the Little Theater, the Gas Light Players, movies, the Civic Center with its concerts and operas horseback riding, sailing, skiing, the Louisiana State Fair, Holiday in Dixie, skating, the zoos, art museums, wrestling matches at the Municipal Auditorium, Barnwell Gardens, T.S. Station, Spar Planetarium, Querbes Tennis Club, Earthereal Foods Restaurant, and Kelly's Truck Stop. I don't know. . .but if you still haven't found anything to do at Centenary, I might suggest the Pizza King!

Mary Ann Garrett Caffery
1972 Graduate of Centenary
Currently an Admissions Representative





Sports

The athletic program at Centenary is an integral part of the total "college experience" for many levels of involvement that, in one-way or another, allow each student the opportunity to participate.

The Intercollegiate Gentlemen

By Paul Overly, Sports Editor of the Conglomerate

"A pitched penny away from the bustling academic centers of Centenary College is a building that is akin in appearance to a giant gold golfball. It is the Gold Dome, and from November to March a score of young men congregate there, dedicated to winning basketball games at a nationally conspicuous rate. They are the Centenary Gents, and this past year saw them win 22 games, taking the measure of such perennially tough foes as the University of Houston, Texas, Arkansas, Southern Illinois, McNeese State, Loyola of Chicago and Louisiana Tech. Once the manhandling Gents reached number 18 in the AP poll, a poll that mentioned them in the top 30 during the entire season.

The Gentlemen are led on-court by 7-foot-one Robert Parish. As a freshman, Robert attracted the attention of the Utah Stars of the ABA, who drafted him. He, though, decided to remain at Centenary, although pro scouts have not quit coming. Although he will be only a junior next year, he looms as THE dominating big man in college basketball in '74-75'.

Robert is not a one-man show, however. He will receive continued support from Leon Johnson, a high-leaping, high-scoring forward, Nate Bland and Barry McLeod, two long-bombing guards who as sophomores combined for 20 points between them per game and Cal Smith, another Sophomore starter who has a reservoir of yet-untapped talent in his 6'8" body. The brains and driving force behind this quintet is Larry Little, who in three years as head coach has won 54 games.

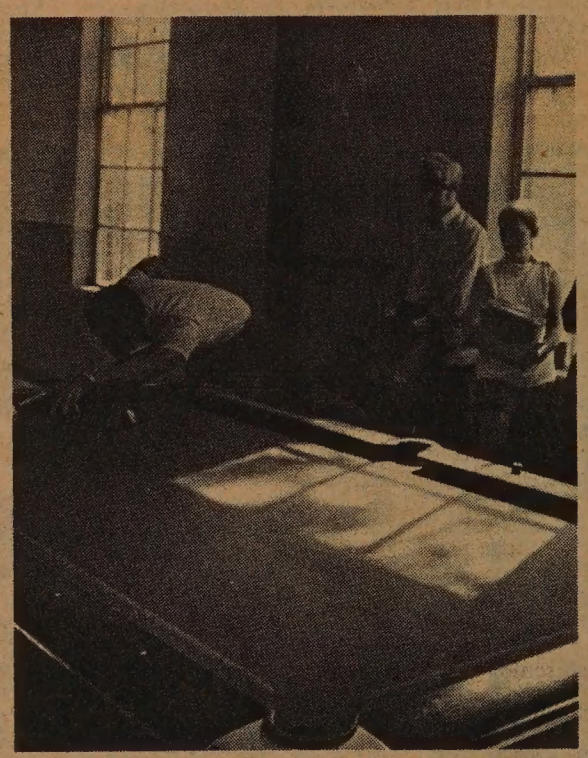
The baseball and tennis Gents are enjoying upswing years also. Such teams as University of New Orleans, Northwestern and Louisiana Tech Universities, Lamar University, Hardin-Simmons University, Oral Roberts University are scheduled. (The energy crisis has hit this year and some of the larger name universities usually played have cancelled for this year.) Both teams play a short fall schedule and a full spring season. Several tournaments are scheduled.

The golf and cross-country teams are slowly building into strong representatives of the college's athletic program. The golf schedule includes such strong nationally known teams as: University of Houston, Tulane, Oklahoma A & M, University of New Orleans, Murray State and most of the Louisiana State Universities. All golf matches are tournaments. Cross-country is Centenary's newest sport and is considered a fall sport.

Go Gents! "

Intramurals

Not all students are satisfied with merely being a spectator. For this reason, Centenary provides an excellent intramural program for both men and women in a wide variety of sports. Men's intramurals offer as team sports each year: flag football, volleyball, basketball, softball, bowling, golf, cross-country, and three-man basketball. Singles and doubles competition is available in tennis, racquet-ball, ping-pong, archery, riflery, badminton, and straight pool. The Sweepstakes trophy is awarded each year to the group that has accumulated the most points in all of the above-mentioned-activities. Individual trophies are given to the winners of non-team sports. Though competition for these honors is great, participation for pleasure is still the main purpose of intramurals. The intramurals program is guided by two student directors and an intramural council made up of representatives from many of the campus organizations. Each year, teams are sponsored by fraternities, campus clubs, religious organizations, dorm suites, and even the faculty. For what more could a student ask, than to lay a good body block into one of his professors, legally? And don't think he won't return the favor, either.



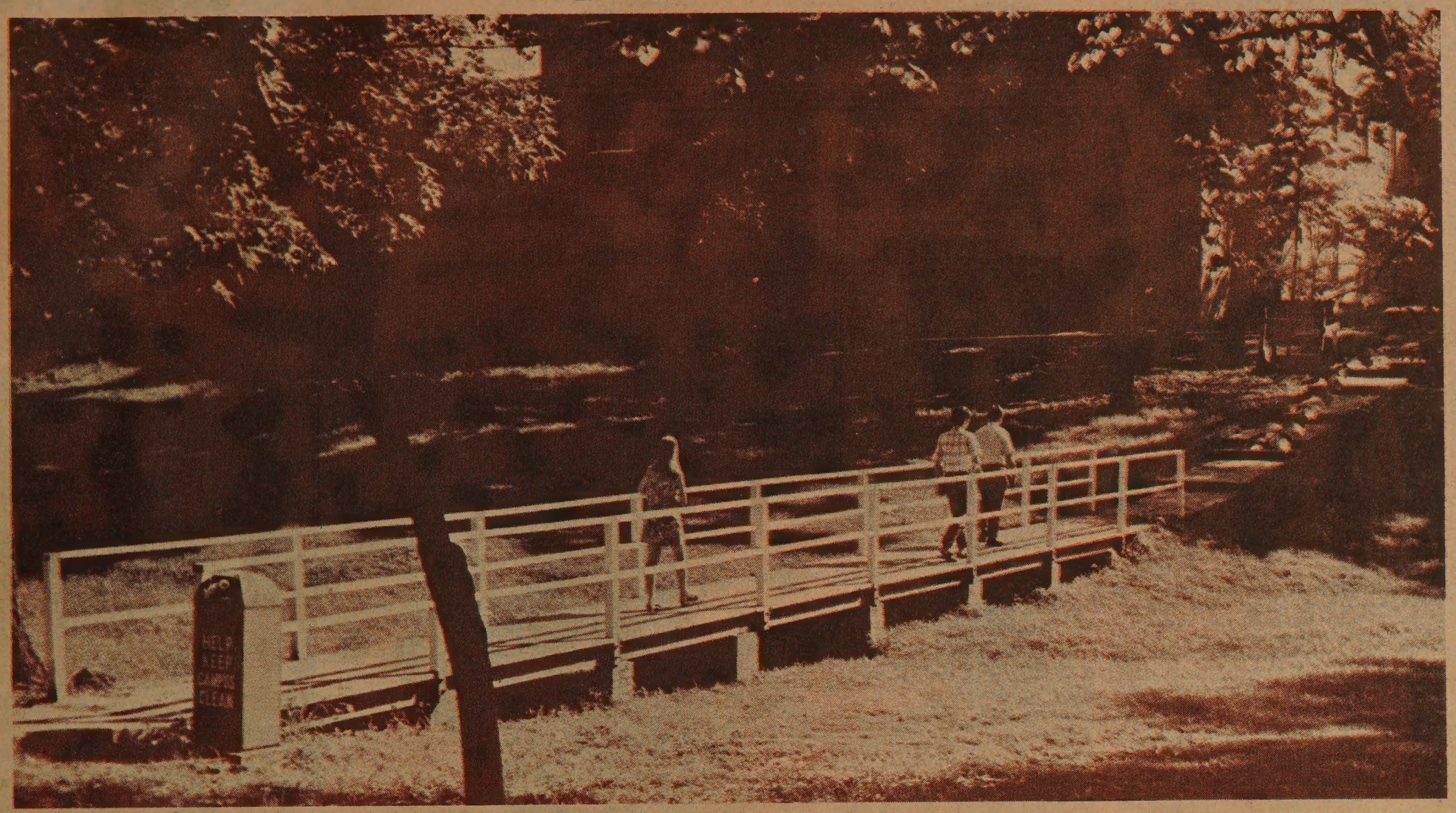
Women's intramurals is governed by the Women's Recreation Association. Representatives are elected to serve on this board by their respective member organizations. The sports offered to women students on the intramural level are volleyball, basketball, softball, bowling, tennis, and badminton. An all-sports trophy is presented to the group that has accumulated the most points over the entire year of competition.

A women's extramural program has been organized with several colleges in the area. This provides competition from outside the school in tennis and volleyball. Basketball is played by the women at the varsity level.

Facilities

Centenary's athletic program is enhanced by the mere presence of the new physical education complex appropriately referred to as the Gold Dome. It has the distinction of being the largest geodesic dome housing athletic facilities in the United States. The seating capacity is about 4000. The Gold Dome is equiped with handball courts, indoor tennis courts, exercise and weight room, classrooms, indirect lighting, and an all-purpose Tartan rubber floor. Adjacent to the Dome is the Centenary baseball diamond and the intramural football field. Haynes Gymnasium, located across the street from the Dome, is open to all students at all times for recreational purposes.

The Centenary plan



The Centenary Plan is our way of describing the key feature of our curriculum. . .flexibility. Centenary recognizes that students come with abilities, interests, motivation and goals that are as different as their fingerprints. Therefore we have designed our curriculum so that each individual can invest his energies in the most productive manner. Below are some of the ingredients of the Centenary Plan.

Distributive Requirements

Many college catalogs show a course of study within each major that is highly structured. A person can know at a glance what courses he must take over the four years and little room for personal differences exists. It is almost as if someone hands you your four year plan upon college entrance and says, "Here it is. Do it!"

Centenary's curriculum is quite flexible. All subjects are grouped under one of four larger areas: natural science, social science, humanities, and the fine arts and literatures. Each student chooses 3 courses from under each of the four groupings, but the selection may vary widely within any of the groups. The flexibility gives each student the opportunity to sample subject areas that seem of interest to him and may help one clarify his major interests. The flexibility also means that each student may invest his energies in the most productive manner, for the choice is his to make.

Honors Majors

Several departments at Centenary offer honors programs for students who have shown outstanding academic ability during their early years at Centenary. (Business and Economics, Chemistry, English, History and Government, Mathematics, Music, Philosophy, Psychology, Sociology) An honors major allows the student a greater freedom in the arrangement of his courses and emphasizes original and independent work. To be eligible for honors, a student must have attained a 3.0 G.P.A. in both major and non-major subjects by the beginning of the junior year. Opportunities in the majors program may include papers, research reports, internships, and/or showings and public performances.

Special Program for Independent Study

A student who completes his first year of full-time study with a G.P.A. of 3.0 may apply for permission to design the remainder of his degree program in consultation with a faculty committee. If accepted, the student will not be subject to any further distributive requirements nor the requirements stated in the catalog for any regularly constituted major. Such a student is one that shows evidence of sufficient self-discipline to perform in a loosely structured program and who has displayed an interest beyond that of the ordinary student by completing work beyond the regular class assignments.

Independent Research

Independent research is available to each student in his senior year in any major offered at Centenary. This freedom to work on research related to one's own interest is an important capstone to the senior year at Centenary and lends itself to an excellent learning experience for entrance into graduate school. Independent research is built on a one-to-one relationship between the senior and his advisor. What will be studied, how it will be studied, and what means of evaluation will be used are hammered out between the two individuals who will interact through out the year in this, the very closest of teacher-student relationships.

Petitions

Centenary prides itself in its ability to serve the individual needs of its students. Petitions (requests for change) may be initiated on two levels: (1) a student wishes to arrange for an exception to, or waiver of, academic regulations that seem inhibitive in terms of his academic interests, and (2) a minimum of ten students may request the offering of a course that is not listed in the catalog if they can find a faculty member who is qualified and willing to teach the class.

Pass/Fail

Students who have attained sophomore standing may register for courses in such a way that degree credit is earned but letter grades are not assigned. The usual credit is given if the course is successfully completed, but the grade will be recorded as either. . . "pass" or "fail." Pass/fail courses are not used in calculating the cumulative grade point average. Up to 8 courses may be taken under this system - - that is 20% of the total courses required for graduation. Only courses in one's major field of concentration may not be taken on the pass/fail basis.

The advantage of the pass/fail system is that a student may be encouraged to take courses in areas of personal interest where one has had little or no previous course work on the high school level. One's lack of experience will not be a disadvantage and grades will not become an idol.

Help in Math and English

Let's face it. Not everyone is a genius. Sometimes a student needs help during the freshman year in establishing a sound foundation in their use of mathematical principles or English grammar and writing skills. Although no remedial classes are offered, the mathematics department offers scheduled periods of tutoring for any student who is having difficulty in a math class, and the English department offers a special section of English for foreign students and others who will benefit from intensive work in English.

Connectional Plans

Centenary College recognizes that, as an undergraduate college, it is not able to be all things to all men. In some areas Centenary can offer strong programs only as the college relates to other graduate schools or professional schools. These combined programs allow both Centenary and the cooperating graduate schools to use their faculty and facilities to the utmost advantage. A 3-2 Engineering Program is offered in combination with Columbia, Louisiana Tech, Standord, Texas A & M, and University of Arkansas. A 3-1 Medical Technology Program is offered in connection with Confederate Memorial Hospital in Shreveport. And conversations are taking place with both Vanderbilt and Tulane for the establishment of new ties in the science areas.

Travel Abroad

Centenary College has noted an increasing interest among students to include study and travel as an integral part of their college program. Centenary offers several opportunities for students to include travel in their program. A summer semester at Oxford University in England is available through Centenary's membership in the Southern College and University Union; so is study on Vanderbilt's four campuses abroad in France, Germany, Spain, and Italy. Each year, students arrange for study abroad with the Dean of the college and are not bound to live within the boundaries of a specific junior year abroad program arranged with one or two universities; if the arrangement fits in to the students undergraduate program in a way beneficial to his studies, then any university abroad may be considered. The Dean of the college assists the student in making the arrangements. Shorter periods of travel are available during each interim period and trips have been made to Europe, South America, and throughout the United States. Special summer trips abroad sponsored by accredited colleges and universities may be accepted for transfer credit.

Library

A discussion of a college's academic strengths would be incomplete without a description of its library facilities. Centenary has a modern library, completed in 1963, which houses over 110,000 volumes. The library is associated with the other libraries in the Shreveport area in the Green Gold Library System to provide for the rapid exchange of books among the participating libraries. It also has TWX connections with the Louisiana State Library, L.S.U. in Baton Rouge, the Joint Universities Library at Vanderbilt University, and other libraries throughout the country so that just about any book a student needs may be borrowed and brought to Shreveport within a few days. The library receives over 700 periodicals regularly. A rare book room, specializing in Louisiana and college history, is available for student research projects. Special rooms are provided for group study and for listening to music and dramatic recordings. The art gallery offers rotating exhibits and is used frequently by student groups to display their work or hobby interests. The library is very much the center for intellectual and artistic activity on the campus.

Art

The Centenary College Department of Art is an integral part of the liberal arts program to which the college is dedicated and, as such, is not intended to take the place of a professional art school. Its aim is to give the student sound training in drawing, painting, the graphic arts, and art history -- and to help develop creative thinking and productivity. The art program is based on the conviction that such a broad background of basic knowledge will be of inestimable value to the student regardless of his future profession. Whether he becomes an artist, artist-teacher, designer or illustrator, a solid art foundation better qualifies the student to master the specific skills necessary in his chosen field. Our purpose is not to turn out a specialist; rather, we wish to help the student find the right pathway in accordance with his particular inclinations.

Summary of Activities

During the four years of study at Centenary, the art major will follow an organized but flexible program. The first two years are devoted largely to the study of drawing and composition and art history. He will draw the live model, the still-life, and nature in pencil, charcoal, pastel, colored pencil, pen and ink, wash, and crayon. In art history classes he will trace the development of painting, sculpture, and architecture from ancient times to the present day. The next two years will be devoted largely to painting, but the student will also learn to make and print etchings, drypoint, and acquatints, woodcuts and other types of relief prints in black and white and in color, and will study the techniques of lithography and serigraphy. He will experiment with the less common painting methods: encaustic, egg-tempera, casein, and plastics. The climax of the program is reached in the final year when the art major holds his Senior Exhibit, a one-man showing of his paintings, drawings, and prints.

Jean Despujols Collection on Indo-China

Centenary College received a major acquisition in 1969 when Mr. Algur H. Meadows, a Centenary alumnus and Dallas businessman, provided a gift of the Despujols paintings and drawings of Indo-China. This famous collection of 360 works is a priceless record of a land, its people and their way of life before time, prolonged warfare and Western influences altered them forever. Centenary expects the collection to be of great interest for research purposes now that the United States is no longer in immediate conflict in that area. An art museum currently on the drawing board is scheduled for completion to coincide with Centenary's 150th Anniversary celebration in 1975.

Centenary Graduates

Centenary art graduates have not been great in number, yet we refuse to be persuaded that quantity is a better measure of success than is quality. Recent graduates have entered into many varied and interesting fields: painting, college teaching, secondary and grammar school teaching, stage design, commercial art, photography, graduate school, and housewife-artist are among those represented.

Courses

Survey of Art History
Drawing and Composition for Beginners
Introduction to Art
Art Appreciation
Advanced Drawing and Composition
Advanced Painting in Watercolors
Art for the Elementary Teacher
Interior Design and Decoration
Graphic Arts
Painting
History of American Art
Materials and Techniques
Advanced Painting
Art Seminar
Independent Study in Art

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Biology

The faculty within the Biology Department believes that the best possible teaching is essential to a program that seeks to provide a sound background in the biological sciences for the future biologist as well as the non-science student. Faculty research complements good teaching, and students are encouraged to participate in such activities. In general, the department seeks to promote the cultural values of biology and its practical aspects as related to mankind. Emphasis is given to preparing students to continue in appropriate graduate or professional programs.

Although the department has emphasized a rather strong pre-med program for several decades, still it seeks to prepare students for many other related fields such as marine biology, ecological studies, and the teaching of biology. A biology major may, in his second year, emphasize those areas which most closely represent his intended field of interest. There are three basic patterns available: (1) Comparative Anatomy and Embryology, (2) General Botany and Plant Taxonomy, and (3) Human Biology and Invertebrate Zoology.

Facilities

Six teaching laboratories with three adjoining preparation rooms constitute the nucleus of the department's facilities. Office and research space are provided for the faculty. The laboratories are well equipped for effective instruction and undergraduate research. In addtion to complete anatomical and embryological collections, the department offers students opportunities to use oxygen determination equipment, radioactivity counters, a floor model centrifuge, phase contrast microscope, physiography and pH meters. Recent instrument acquisitions provide laboratory experience at the molecular level in terms of nucleic acid and enzymes analysis. Analytical weighing devices, a high-speed centrifuge, cell homogenizer and ultraviolet-visible-infrared spectrophotometers are available.

Special Programs

Students may participate in the college INTERIM program in special studies offered at the Atomic Energy Commission's Oak Ridge Laboratories in Tennessee. Experimental cell physiology, parasitology and environmental problems have been offered on campus.

Pre-professional 3/1 programs in medicine and medical technology are available. Students who complete three years, or approximately 31 courses, including the liberal arts requirements at Centenary, will be granted a Bachelor of Science degree by the college upon successful completion of the first year of professional school. The medical program may be related to any recognized School of Medicine; the medical technology program is related to Confederate Memorial Hospital in Shreveport.

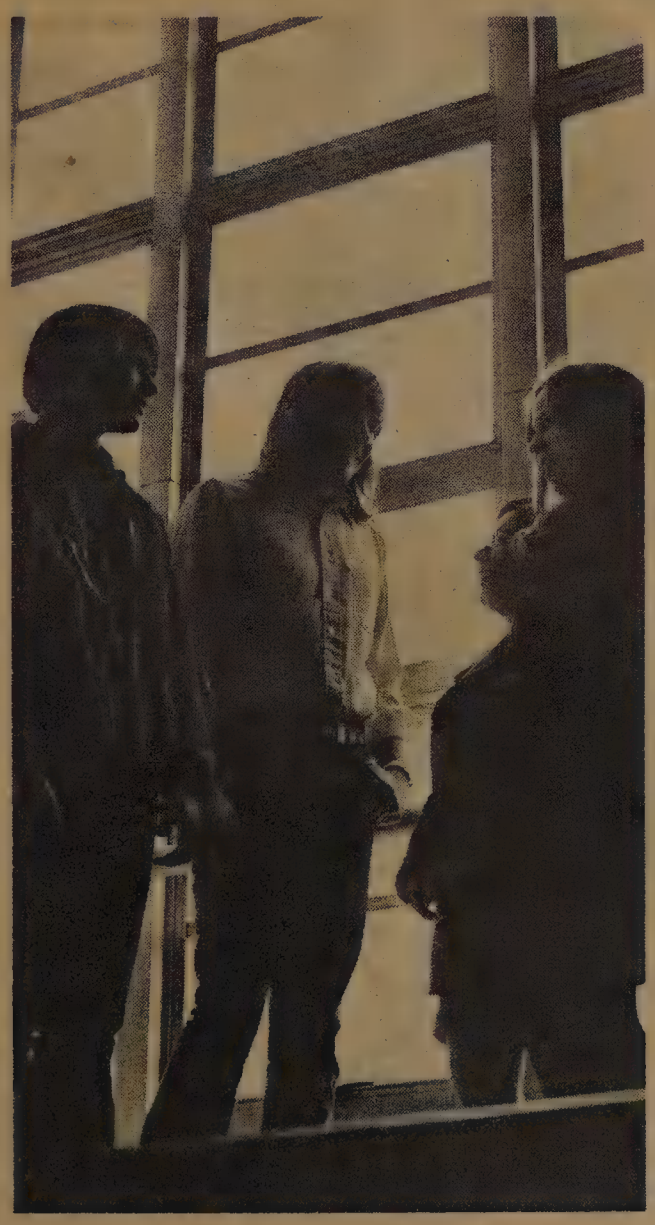
The department offers a 3-2 program in Forestry with Duke University, leading to a Masters Degree in five years of study.

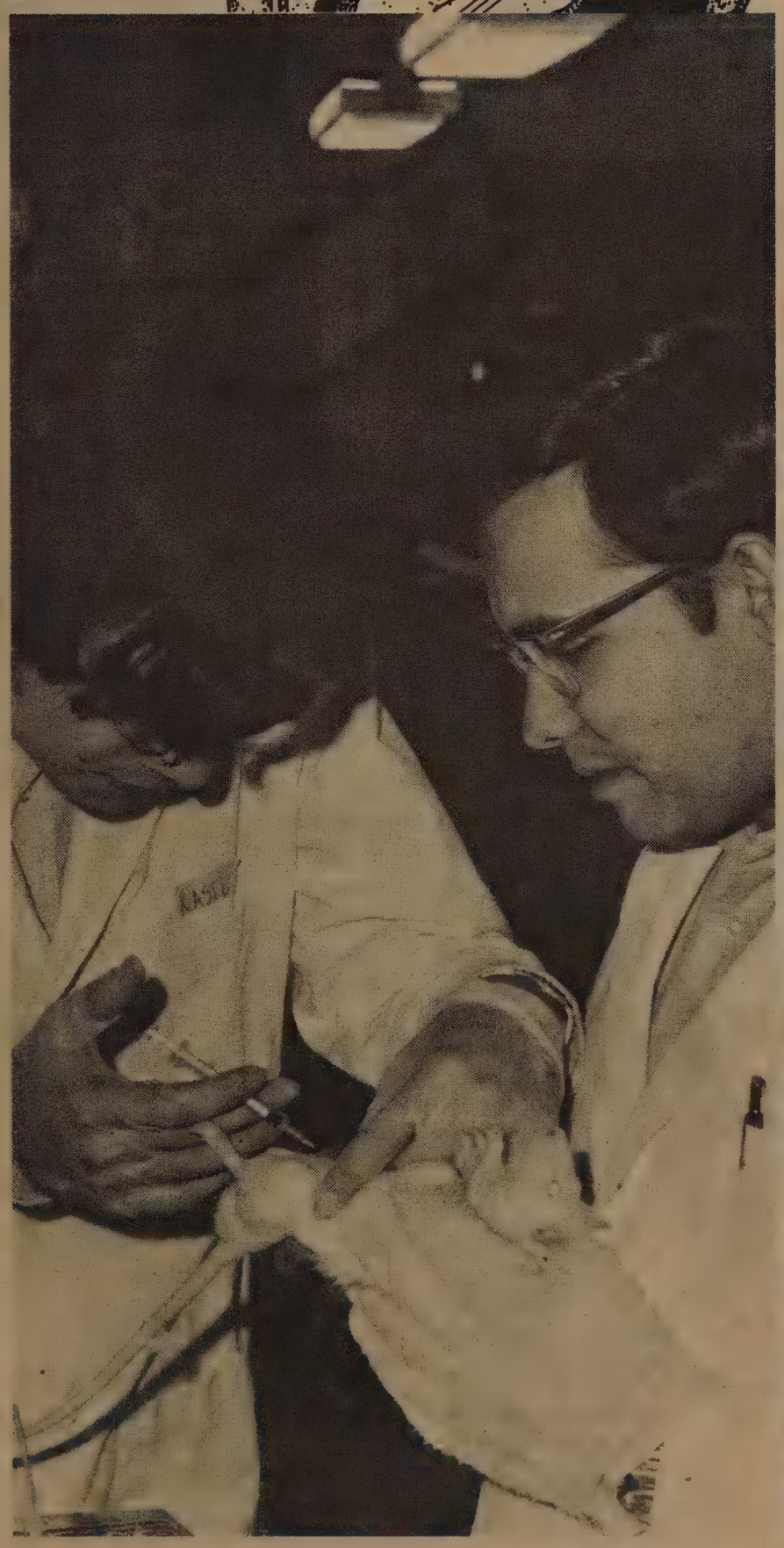
A new one semester program at Oak Ridge provides students in biology the opportunity to study and conduct research at the frontiers of science.

Field trips are offered on a regular basis. Recent trips have been made to the Ouichita National Forest in Arkansas, to several marine biological stations in the Florida Keys and to the Gulf Coast Research Laboratories at Ocean Springs, Mississippi.

Courses

Principles of Biology
General Botany
Plant Taxonomy
Comparative Anatomy
Embryology
Human Biology
Microtechnique
Invertebrate Zoology
Ecology
Microbiology
Physiological Psychology
Genetics
Biochemistry
General Physiology
Histology
Independent Study in Biology
Selected Topics in Biology





Chemistry

The Chemistry Department at Centenary offers three different degree programs in order to meet today's varied requirements for individuals with training in chemistry. The department is one of a limited number of chemistry departments accredited by the American Chemical Society.

The Bachelor of Science:

ACS approved (B.S. - A.C.S.) is designed to give preparation for advanced studies in graduate school or for immediate participation in the chemical profession.

The Bachelor of Science:

This (B.S.) program is designed to meet the needs of those who do not intend to pursue advanced studies in the field of chemistry but for whom a sound knowledge of chemistry is a necessary part of their background training. Students who elect this plan do not take as many chemistry courses as those who elect the A.C.S. approved program.

The Bachelor of Arts:

The (B.A.) program is designed to meet the needs of the pre-professional major or the secondary education major who wishes to become a chemistry teacher. Students in the program take only the four basic courses in chemistry and, therefore, have ■ greater choice of elective courses. The pre-med student, for example, can major in chemistry and still take the required biology courses because they now count as elective courses. The program is also attractive for the pre-law and business and economics major who desires ■ strong science background to broaden the base of employment opportunities.

Facilities

Since chemistry is an experimental science, the laboratory is an important adjunct to the chemistry curriculum at Centenary. The laboratories are well equipped with modern instruments. The students use instruments such as pH meters, infrared spectrophotometer, UV-Visible spectrophotometers, atomic absorption spectrophotometers, gas chromatographs, polarographs, spectrographs, and X-Ray diffraction equipment. The number of students per lab is kept small so that every student has a chance to personally use the equipment. Independent study or student research projects allow even greater use of the labs and the equipment.

Centenary Graduates

The caliber and strength of a department can be measured by the success of its graduates. Young men and women who have majored in chemistry at Centenary have been widely and favorably accepted by graduate schools, medical schools and industry. The demand for Centenary graduates has always been much greater than the supply.

Centenary ranks in the upper 10% of all the colleges and universities of the south in the number of graduates in chemistry who have later received the Ph. D. degree at some other institution. Within the past two years, eight Centenary chemistry majors have received the Ph. D. and another eight are nearing the M.D. degree. The Ph. D. degrees have been granted by such distinguished institutions as: Harvard, Florida, Texas, Oklahoma, Tennessee, Indiana, Arkansas, Houston, Wisconsin, West Virginia and Tulane.

A large number of chemistry majors have gone directly to work in industry rather than entering graduate school. These men and women are working in a variety of industries in many states. Eleven graduates have become college professors.

Courses

General Chemistry
Organic Chemistry
Organic Syntheses
Analytical Chemistry
Physical Chemistry For Natural Sciences
Biochemistry
Physical Chemistry
Instrumental Analysis
Selected Topics
Chemistry Internship
Advanced Inorganic Chemistry
Inorganic Preparations
Advanced Analytical Chemistry
Chemistry Seminar
Independent Study
Interim Studies

Economics & Business

The Economics and Business Department has consistently [illegible] the years enrolled a significant number of students entering Centenary; it has always been in the top three majors chosen (by number) by entering freshmen. Because of the important role this department plays [illegible] Centenary and because of the strength of its program, the college received a large grant from [illegible] private foundation with which to build [illegible] strong department, establish a Center for Management Development and sponsor [illegible] annual series of outstanding lectures in the [illegible] of economics and business.

The department is attempting a unique approach to the education of business leaders of the future. This is being done because the businessmen of tomorrow will face different challenges than those of the past. In the past, business relations were simpler; in the present and future, business relations are and will become more complex, calling for greater understanding and knowledge of the psychologies of individuals and the complex relationships that develop between individuals, individuals and groups, and between groups themselves. The problems of tomorrow will demand a greater need for correct judgements concerning these relationships so that better decisions [illegible] be made.

Philosophy

The philosophy of the department is in agreement with the group of outstanding businessmen and Deans of Colleges of Business Administration who were responsible for the publication, "Educating Tomorrow's Managers. . .The Business Schools and the Business Community." These men recognized the danger of producing efficient technicians and specialists and in not developing people with depth, drive, imagination, creativity and character that optimal development of our society most requires. It was their opinion that our colleges and universities should aim at producing creative, imaginative people with depth of understanding and drive rather than supplying business with personnel trained to perform their first job.

The goal of the Department of Economics and Business of Centenary College is to develop this type of person by blending a liberal arts and business administration education. Hence, Centenary de-emphasizes training for the first job and stresses the development of the following qualities recommended by the Committee for Economic Development:

- **Analytical Ability and Balanced Judgement**
- **Capacity to Solve Problems and Reach Decisions in [illegible] Sound and Well Organized Manner**
- **Vigor of Mind and of Imagination**
- **Understanding of Human Behavior and of Social, Political and Economic Forces**
- **Character That Assures Adherence to High Principles Under Stress Conditions**
- **Ability to Keep [illegible] Open Mind and to Continue Learning on One's Own Initiative**

Liberal Arts and the Department

No college can give [illegible] man all of the above qualities. However, [illegible] blending of a liberal arts and business administration, or economics, education seems an ideal combination to best establish the atmosphere and learning environment in which they can be acquired. It is the aim of a liberal arts education to help a man understand himself, and in so doing, understand how to live and work with others. A liberal arts education deepens one's understanding of men, trains [illegible] to learn [illegible] his [illegible] initiative, and to [illegible] the knowledge and wisdom of the past to solve the problems of the future. A liberal education should awaken in him the excitement of learning and the desire for living, and increase his respect for man's boundless creativity. Such [illegible] background makes [illegible] person more effective in the affairs of the business world.

A liberal arts education with a degree in Economics or Business Administration is an ideal preparation for [illegible] future career. In the Business Administration curriculum, the knowledge acquired in the humanities, social sciences, mathematics and the natural sciences is constantly used in solving problems presented in the classroom. The understanding of man and his environment is paramount to the solving of the problems of today's complex market system. The courses in the curriculum in the various areas of business such as accounting, economics, finance, marketing, statistics, management, computer science and business law enable the student to receive [illegible] sufficient degree of specialization for a career in business. He will also be well prepared to continue his studies in graduate school if he so desires.

Courses

Economic History of the United States
The Principles of Economics
Statistics
Intermediate Micro-Economic Theory
Intermediate Macro-Economic Theory
Labor Economics
Public Finance
Money and Banking
Marketing Policies and Problems
Quantitative Decision-Making
Research Techniques and Forecasting
Business Finance
Investments
Seminar in Business
Independent Study in Business
Personnel Management
Small Business Operations
Business Law
Salesmanship
Real Estate Principles
Growth and Stability
Managerial Economics
Government and Business
Comparative Economic Systems
International Economics
Independent Study in Economics
Principles of Accounting
Intermediate Accounting
Cost Accounting
Advanced Accounting
Auditing
Income Tax Accounting
CPA Problems
Principles of Management
Business Law
Human Relations
Principles of Marketing
Consumer Analysis and Behavior

Education

Elementary & Secondary

Centenary College offers ■ unique approach to teacher education. It is an innovative tutorial/clinical curriculum which already incorporates ■ design that is more and more being discussed by educators as ■ possible solution to the problem of inadequate preparation among prospective teachers. The curriculum balances the theoretical with the practical aspects of teacher education. Each member of the faculty in Education has ■ Ph. D. or Ed. D. degree. Each of them also has practical experience in teaching and administration within public school systems; one was ■ school psychologist for ■ school system, two were principals, and one was a music supervisor. The department does its job well for there are few colleges that can say, as it can, that almost 100% of their graduates in the past three years have been placed in jobs. Certification may be gained for teaching at the pre-school, elementary, or secondary school levels.

"I Feel Ready to Teach"

We include at this point an article describing the curriculum that was recently written for the Centenary alumni magazine by Dr. Robert Hallquist of the Education Department staff:

"Great!" "Really a neat program!" "No complaints!" "I feel ready to teach!" These were some of the comments a group of educators received from Centenary College education students when they came recently to examine the Centenary education program. This team of evaluators had appraised other college education procedures in the state but were amazed at our student responses. They observed that it was impossible to get one student to voice a negative comment about our college's teacher education curriculum.

The Centenary College Education Department was not surprised because many favorable remarks have returned from people who work in the program and from persons who hire our education majors. They are convinced that the education tutorials are here to stay at Centenary.

Many individuals have asked just what the tutorial concept of education is and how it got started. The answer to these questions takes us back to the year 1968 when Northwestern University in Evanston, Illinois had been receiving national acclaim for their clinical-tutorial approach to teacher education. Dean Aubrey Forrest of Centenary invited one of the originators of the idea, Dr. William Hazzard, to our campus to explain the concept. Dr. Hazzard accepted the invitation and gave ■ presentation to the Centenary Education Department highlighting the background, present state and future hopes for the plan. Our staff unanimously agreed that this proposition had merit not only for Northwestern but for Centenary.

In February of 1969, three members of the Centenary Education Department and Dean Forrest travelled to Evanston to see their design in action. A few days were spent talking to many persons involved in all phases of their project. Upon returning to Shreveport, it was decided to adapt a variation of The Northwestern procedure.

The major points of difference between their idea and our modification are: (1) We give our majors no choice as to method of being taught. Northwestern gives their students an opportunity to elect either the traditional or the tutorial way of instruction. (2) Northwestern employs clinical-tutorial professors who teach part time in the public school system and part time in the University. Our situation does not warrant this. (3) We decided to start the tutorials in the sophomore year rather than in the freshman year, as advocated by Northwestern.

The Centenary education curriculum of 1969 consisted of lectures, one textbook for each course and little time in public schools viewing first-hand what was taking place. These ideas were phased out and sophomore education students found themselves, even as they do now, in a course called Sophomore Tutorials 211. We endeavor to keep each tutorial to fifteen members but presently have around twenty in each group. One class period per week meeting on Monday afternoons for 150 minutes meets our needs better than three class periods per week for fifty minutes each. Most class periods are spent visiting ■ variety of school and community learning situations such as: a school board meeting, ■ Caddo Teacher's Association meeting, ■■ instructional media center, ■ Catholic school, a vocational-technical center, a kindergarten class, a School-Away-From-School, ■ private school for mentally retarded and a teacher development center. There is no basic textbook but students are required to do independent study in assigned areas. The tutorials enable the future teachers to discuss their readings and observations in small group settings.

This type of instruction continues in Sophomore Tutorials 212 where education majors visit such educational settings as: an open-spaced school, a school for exceptional children, special classes for youngsters who have reading disabilities, a mental health center and a juvenile court.

Those individuals who wish to continue beyond the sophomore education sequence have ■ good idea of educational endeavors in the local area. Those who wish to discontinue, voice appreciation for finding out early in their college experience that teaching is not for them, get credit for two course electives and leave to find another major.

Junior Education students take either Junior Tutorials 331 or 431 depending on whether or not they are an elementary or a secondary education major. These courses continue to emphasize no one basic textbook. Twenty-five hours of observation in public school classrooms are also required. The college classes stress the following items: grouping, evaluation, library services, guidance services, the role of supervisors, the role of specialists, team teaching and accountability.

Second semester Junior pupils take Tutorials 332 or 342 where methods and materials in the various subject matter disciplines are discussed. They complete twenty hours of observation in public school classrooms while taking this course. Students present lessons to their Centenary Education peers under simulated classroom conditions and these lessons are video-taped. Each lesson is evaluated for self improvement.

Senior Tutorials 431 and 441 follow the Junior year. This is the student teaching semester where each teacher-to-be is placed in a public school classroom under the guidance of ■ supervising teacher who works closely with the Centenary Education Department. Many of our students do much more than the 90 hours of actual classroom teaching that is prescribed by the Louisiana State Board of Education. Supervising Teachers are thrilled to have our pupils to assist them with their daily work.

One of the innovations of which we are most proud is our Internship 432 and 442 for it is in this semester that the senior student gets to see what things go on in school other than classroom teaching. Approximately 90 hours are spent with such persons as: the counselor, the librarian, the reading specialist, the music specialist, the speech teacher and the coordinator. Our students also attend in-service training, faculty meetings and PTA meetings.

The education program is evaluated yearly by students and staff and changed where it is felt the student will benefit. New "visits" are added where arrangements can be made and some "visits" are removed when there seems to be ■ duplication or where a better "visit" can be found.

Centenary is proud to be one of the few schools in the nation which has abandoned the traditional approach to teacher education in favor of the tutorial plan. Our education graduates are good teachers. They are aware of that which goes on in schools, have spent many hours viewing education in action and are ready to go to work and to do ■ good job. One supervising teacher noted, "It is a privilege to have student teachers who appear so confident. One had lined things up in her lesson plan for me to do rather than for me to tell her every move to make!"

Early Childhood

An authorization to teach at the kindergarten level will be added to the certificate for teaching in the elementary grades for those teachers who have completed at least 9 semester hours in specialized preschool work including 3 semester hours of credit for student teaching at the preschool level. Centenary offers these 9 semester hours.

Special Education

Some students are interested at the beginning of their college work in teaching in some phase of special education. To certify in special education ■ person must have ■ Baccalaureate degree from an accredited institution of higher learning and a valid, regular Louisiana (or other state) certificate to teach normal children in either elementary or secondary schools. A minimum of 14 semester hours in special education is required of all teachers of exceptional children. These include a course in the following: Tests and Measurements, Child Psychology, The Exceptional Child and Art For Children. All these courses are taught at Centenary. Beyond these foundational requirements some 12 to 18 hours of further requirements in courses more directly related to special education are necessary.

Students with special education interests may enroll at Centenary for participation in the unique teacher education program and may take the more specialized special education courses in the summer sessions of other colleges or through ■■ additional semester at another institution. Many persons, however, wish to earn a regular teaching degree in undergraduate school and specialize in an area of special education on ■ Masters or Ph. D. level. The 12 to 18 hours of work in special education on the undergraduate level is introductory and allows one to begin teaching in the field of their interest, but it does not claim to be ■ thorough preparation for ■ life-long commitment to the field.

Physical Education

The Physical Education Department at Centenary offers the student ■ program basically related to the teaching of physical education and it also offers ■ full intramural program. The instructional program is broad. With the addition of INTERIM course offerings, an atmosphere of personal enrichment has been added.

Professional Preparation

The department offers a well-rounded program of professional preparation for the physical education major. The size of the department gives the student ■ more personal feeling ■■ he or she pursues their individualized program. The concept of department unity, rather than separate departments for men and women, is implemented through co-educational classes and activities.

Intramurals

The intramural program is extensive and incorporates both men's and women's activities in such sports as football, basketball, volleyball, tennis, racquetball, golf, badminton, pool, ping-pong, bowling, softball, and cross country.

Competition

Men's intercollegiate competition is available in basketball, baseball, golf and tennis. Women's extramural programs include basketball, volleyball and softball.

Physical Education Courses

Co-educational Activity
First Aid and Safety
History and Principles of Physical Education
Intramural Sports Techniques
Techniques of Athletic Conditioning and Training
Materials and Methods of P.E. for the Elementary Teacher
Personal and Community Health
Kinesiology
Tests and Measurements
Swimming and Life Saving Techniques
Folk and Square Dance Techniques
Theory and Practice of Individual Sports
Techniques of Coaching Football and Basketball
Techniques of Coaching Baseball, Track and Field
Administration of Health and Physical Education
School Health
Physiology of Exercise
Sports Officiating

English

English courses at Centenary have two broad general aims: to help students write their ideas in clear, sound English prose, and to help them understand and appreciate literature written in the English language. The English program includes courses in the reading and writing of expository prose, the several literary genres, selected topics and themes, great writers, period surveys of literature, the history of the language, literary criticism, and special projects related to individual interest.

A Creative Department

The English Department at Centenary is a creative department always seeking new and better ways of presenting course work.

The department has worked with several other departments in establishing combined offerings during the INTERIM period. Among these courses have been The Art of the Cinema; The Contemporary Christ-Figure: Fiction, Drama and Film; Western Man as Seen in Literature and Art; Problems in Lexicography; and a Literary Trip to England and Ireland.

The department has pioneered the College's Junior Fellows Program whereby gifted high school seniors audit courses without charge.

Three years ago the department dropped the long-cherished sophomore tradition of requiring "Major British Writers" of all students and established "Seminars in Literature." Students may choose from such offerings as The American Dream, Science Fiction, Tragedy, Satire, Comedy, The Literature of Social Protest, the Literature of Utopia, Black Literature, Myth and Archetype, the Literature of the Absurd, Major American Writers and others. Topics change from semester to semester. The classes are seminars and the burden of responsibility is equally upon student and teacher.

So Impressed Was I

A year ago, Harlan Ellison, a leading American writer of science fiction, visited Centenary's sophomore seminar on that topic. In the SFWA Forum (February, 1972), he reported the experience enthusiastically:

Operating Theatre: SF Classroom

> Many of us have spoken at colleges and universities. When we give those wonderful, sententious interviews with local newspapers, we quote statistics on how many high schools, art centers, colleges and centers of higher education have adopted sf classes, many for credit. But how many of us know exactly how they teach sf? Though we sell reprints of our best work to high school and college level text books (some with questions for class discussion that embarrass us), most of us have no idea precisely how the many messages of sf are conveyed to a generation being raised on Silverberg and Lafferty and Vonnegut, even as we were raised on Hardy and Hemingway and O. Henry.
>
> On a recent lecture gig, that took me to Centenary College in Shreveport, Louisiana I found myself confronted by thirty young people so incredibly knowledgeable and perceptive about sf that I spent much of my time asking them questions. Who had instigated the sf course they'd taken the previous years? How successful had it been? Why had they been so hot to enroll in such an offbeat course? Who had taught the course and how well-equipped had the instructor been? What had they gotten out of the course? What books had they read and who were their favorite authors?
>
> The answers were lively and enlightening, but the main thrust of their enthusiasm was for their instructor, a gentleman named Earle G. Labor, who had been pressed into service to teach the class but who had advised his students on the first day that he knew very little about sf beyond what he had read, and that sparingly. He was, of course, too modest. For Dr. Labor quite clearly operates in the grand tradition of the very finest teachers: he lay back and let the students run the class. By softly steering them toward discussions of the themes and ideas of the stories, he let them discover the riches in the works they chose to include in their syllabus (a syllabus, incidentally, made up by the students themselves).
>
> During my visit to Centenary, I had occasion to sit in on a rap session between Dr. Labor and his students, as well as an offshoot class of the sf course, a session in myth and archetype. I found his questions probing and directly to the heart of what we write. There were none of the Joe Explainer questions like, "Where do you get your ideas?" or "Has the atom bomb influended sf writing?"
>
> So impressed was I by the work the class had done, and the themes the students had done on many of us, that I asked Dr. Labor and students David Lawrence, Ellen Misch, Cherry Payne and others if I might steal away copies of the seminar prospectus, mid-term and final exams. They most graciously consented to my request, and I offer them here for your pleasure and to provide a more grass-roots understanding for those of us working in the genre, as to just what we are saying to college students in our work.
>
> If others of you out there can obtain similar classroom documents, I think their inclusion here in the Forum will offer an invaluable feedback. After all, if they're being raised on us and our work, the least we can do is accept the responsibility and perceive what it is in our dreams that so fire them.
>
> HARLAN ELLISON
> 17 February 72

Graduates

In the past twenty years sixteen Centenary graduates received the Ph. D. in English, and five have completed all the requirements except the dissertation. Thirty others have taken Master's degrees. Numerous others have taken advanced degrees in divinity, journalism, religious education, law, library seience, and education. Schools such as Alabama, Arkansas, Bowling Green, California, Duke, Emory, Exeter (England), Harvard, Kansas, LSU, Massachusetts, Miami of Ohio, New Hampshire, New Mexico Highlands, North Carolina, Oklahoma, Oregon, Oxford (England), Princeton, Rice, Sam Houston State University, SMU, Stanford, Stephen F. Austin, Sussex (England), Texas, TCU, Tulane, UCLA, Wisconsin and Yale are represented. In those ranks are a Rhodes Scholar, seven Woodrow Wilson Fellows, a Fulbright Scholar, a Rotary Scholar, several National Defense Graduate Fellows, many winners of departmental assistantships to university graduate schools, and two distinguished poet-novelists whose work has been reviewed in TIME and SATURDAY REVIEW.

The Faculty

The members of the English Department are chosen for their skill in and love of classroom teaching, for their scholarly interests as evidenced in study and publication, and for their commitment to all phases of the educational program of the College, both curricular and non-curricular. Three members have their Ph. D. degrees. Three of the staff have received post-doctoral study grants to Harvard and the Huntington Library. One member, an internationally known Jack London scholar, was the recipient of a grant from the oldest and most prestigious intellectual society in the United States, the American Philosophical Society of Philadelphia, founded by Benjamin Franklin and has recently received a Fulbright professorship to Denmark and a Senior Fellowship from the National Endowment for the Humanities.

Courses

Expository Writing
Introduction to the English Language
Seminars in Literature
Children's Literature
The Victorian Period
Survey of American Literature 1630-1870
Survey of American Literature, 1870 to the Present
History of the English Language
Shakespeare: Plays and Sonnets
Shakespeare: Plays and Poems
Modern British Literature
The English Renaissance
The Age of Dryden and Pope
The Age of Johnson
Pre-Renaissance Classics in Translation
The English Novel in the 18th. and 19th. Centuries
Advanced English Grammar and Composition
Chaucer
Milton
Studies in Representative American Writers
Literary Criticism
Independent Study in English

Geology

The Geology Department at Centenary offers courses that serve four main areas.

1. Introductory courses for majors in other fields who desire a well-rounded education.
2. Courses for those students who have a general interest in learning about the earth and its importance.
3. Practical courses for those employed by oil companies, or in related fields, in capacities other than geologists.
4. Courses for those who wish to major in Geology in order to make a career in that field.

Centenary is located in an area where oil, gas, and salt form a large part of the economic life of the region. Shreveport itself is one of the larger centers for gas distribution in the south.

Centenary Geology Graduates

The Geology major at Centenary is prepared to work in the petroleum industry upon the receipt of the B.S. degree. There are numerous positions available for the Centenary graduate. A large proportion of the Centenary graduates, however, enter into graduate work at other universities. In the past two years students have gone to LSU, Illinois, Arkansas, Tulsa, TCU, and Mississippi. Most graduates are preparing for positions in petroleum geology.

Field Trips

Not all work at Centenary is done in the classroom. During vacation periods and INTERIM periods in the past two years students have gone on field trips to Colorado, the Grand Canyon, the Florida Keys, Big Bend National Park, and a salt mine. Most trips were done on a thoroughly enjoyable "camp-as-you-go" basis. Although Centenary does not have its own summer camp for geology majors, its students are welcome at other college field camps.

Courses

Human Geography
World Geography
General Geology
Regional Geology
Paleontology
Structural Geology
Mineralogy
Problems in Structural Geology
Economic Geology
Elementary Petrology
Geology of Petroleum
Geology of the Ark-La-Tex Oil and Gas Fields
Well Logging
Sedimentation
Principles of Stratigraphy
Introduction to Geophysical Prospecting
Introduction to Micropaleontology
Geology Seminar

Foreign languages

The program in Foreign Languages at Centenary is designed to provide the student with a knowledge of the foreign language and culture which will be useful to him practically, academically, professionally, and as a means of enriching his intellectual life. Practically we seek to equip the student with the ability to understand, speak, read and write the language. To this end the foreign language is used extensively in the classroom; two modern language laboratories direct the student's study both in and out of class. Intellectually, the study of a foreign language will not only provide the student with an invaluable insight into the nature and structure of language as such, but will also deepen his understanding of both his own and the foreign culture.

Careers Using Foreign Languages

Professionally, the knowledge of a foreign language may be a valuable adjunct to a successful career in many fields in a world becoming ever smaller, or be the basis for a career in itself. This may be seen best in the fact that Centenary graduates have entered careers in the diplomatic service, foreign trade, international law, airlines, the FBI, and teaching to mention only a few. Majors in other fields who intend to go to graduate school will find that usually the knowledge of at least one language is required, for example in Chemistry (German), History (German or French; Spanish in Latin American Studies), Business (Spanish as an adjunct). The Centenary program is more than adequate for certification for teaching any of the languages offered. (It may be noted that Centenary is one of the only colleges or universities in this area offering Latin.)

Department Program

Entering students who have had two or more years of a language are placed in a college course generally according to the principle that a year of study in high school is equivalent to one semester of college work. Special placement is by examination.

Majors are offered in French and Spanish, and a combination major allows a student to acquire two languages, including German and Latin, in any combination. For a major the student completes 21 semester hours in courses beyond the intermediate level. For the combination major, 9 semester hours in a major and 3 hours in a minor language are required above the intermediate level.

A unique feature of the Centenary program is that majors participate in a Practicum course, a type of internship which involves the student in the practical application of his language in activities which he might use in a future career. Opportunities for study abroad are provided through Interim courses, and liaison programs with other schools and organizations.

Courses

Elementary French, German, Latin and Spanish
Intermediate French, German, Latin and Spanish
French: Advanced Conversation and Diction
Advanced Composition and Stylistics
Courses in the literature of the 17th, 18th, 19th, and 20th centuries
German: Advanced German
Survey of German Literature
Latin: Advanced Latin
Spanish: Intermediate Conversational Spanish
Introduction to Spanish Literature
Introduction to Spanish-American Literature
Literature of the Golden Age
Modern Drama and Poetry
Modern Novel
Special Topics in French and Spanish
Directed Study in French, German, Latin, and Spanish
Interim Studies (e.g., Introduction to Descriptive Linguistics; Greek and Latin Roots in Technical English; Study Tours)

History & Government

The curriculum of Centenary requires courses from the Department of History and Government of every student who pursues a degree program, and the courses offered by the department essentially reflect the basic liberal arts tradition of the college. One of America's most learned jurists once said:

> "I think that the prime purpose of "higher education" is to establish the right habits of thinking, by which I mean thinking that holds its conclusions open to revision and is ready to consider any new evidence that is apparently reliable. That habit I believe is better acquired by wide acquaintance with history, letters, and the arts than by specialized but limited disciplines. The main thing in education is what will be the student's temper of approach to his problems when he gets through."

In keeping with this view, the department offers courses in historical and political theory and the explanation of the working out of those theories. The faculty attempts to avoid doctrinaire positions ■ they attempt to explain both why man develops the kinds of institutions he uses to regulate his relationships with others, and how these institutions have functioned. History and government are such all-encompassing subjects that they must be studied not only by overall views of particular civilizations but also by more detailed analyses of particular areas. No department can expect to cover all areas of man's history and government, and the department has therefore selected for study those areas which we consider most informative for the modern student.

What do you do with a history or government major?

The programs for majors in history and government are interrelated, and are designed not only to provide the training necessary for more advanced study in these disciplines, but to provide practical knowledge of historical and political developments. Many of those who major in the department continue their studies in law school or graduate schools; others move directly into the world of business and politics. The programs are designed to allow a maximum of elective courses from other departments, for breadth of experience is essential to the understanding of history and politics. Those majors who have particular individual interests which go beyond the listed offerings are encouraged to pursue these interests through independent study under the supervision of the faculty.

INTERIM Studies

The following courses have been offered during recent INTERIM periods: A Study Tour in Government - - England, Portugal, Spain and Morocco, Latin American Studies Seminar at CIDOC (International Center for Documentation) in Mexico, Experiments in Oral History, and Biographical Studies in History.

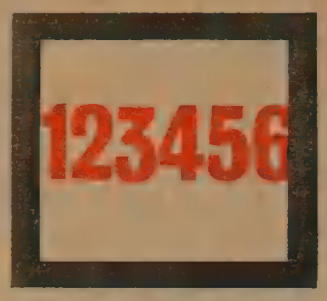
Faculty

The faculty presents ■ diverse background to the student majoring in the department. One is active in the study of regional history, one has church history and religious thought as his speciality, one served as an official of the Department of State, one has won two awards for excellence upon the recent publication of his thesis, and one specializes in current political theory.

Courses

Survey of Western Civilization
History of England and Great Britain
History of the United States
History of Louisiana
History of the Christian Church
The Negro in American History
Europe in the Nineteenth Century, 1815-1914
History of Urban America
History of American Foreign Relations
History of the Ante-Bellum South
Twentieth Century Europe
Renaissance and Reformation
American Intellectual History
History of Latin America
East Asian Civilization
Modern China and Japan, 1800-Present
Siminar in History
Independent Study in History
Introduction to Political Science
American Government
International Relations
State and Municipal Government
Constitutional History of the United States
Leading Cases in Constitutional History
Comparative Government: Western European Governments
Comparative Government: Eastern Bloc Governments
Political Theory
Political Parties
American Political Institutions
International Law
Seminar in Government
Independent Study in Government

Mathematics



The offerings of the Department of Mathematics include: (1) a major in mathematics for students with ■ strong interest in the field; (2) the background courses necessary for ■ person majoring in science, in economics, in education, or other fields; (3) elective courses for students wishing to study mathematics but who have no undergraduate requirements in the field.

The Major Program

A major who enters Centenary with ■ strong background in algebra and trigonometry starts immediately into the study of analytic geometry and calculus. It is possible through advanced placement tests to skip part of the calculus sequence. In general, mathematics majors study four semesters of analytic geometry and calculus, and a semester each of linear algebra and differential equations. In addition, with counsel from his or her advisor, the student makes choices from departmental offerings which include such other courses as topology, statistics, vector analysis and real variable theory.

An Internship in Mathematics is being offered, so that students with other career goals than teaching will also have a chance to practice in their specialized areas before graduation.

Through Independent Study courses the student major has an opportunity to study in-depth areas of mathematics not usually included in an undergraduate program. During the INTERIM period courses are offered in areas of novel and unusual interest, such as history of mathematics, mathematical games and computer applications. There is also a Mathematics Club in which a student has an opportunity to share ideas of specialized interest with other students and teachers.

A person who shows exceptional ability in mathematics during his first two years at Centenary may work toward an Honors Degree in Mathematics, if he chooses. In this program a student has many extra pathways for creative work both within the structure of the regular curriculum and by independent study and/or research.

Computer

Centenary has an IBM 1130 computer which all students are welcome to use, not only for formal work but for all kinds of projects of individual interest. There is the very unusual advantage that students have direct contact with the computing equipment as well as individual attention from competent faculty members concerning their programming. At Centenary the computer is an educational tool and is not the core for a computer science program, which the college does not offer. The combination of ■ strong mathematics major and immediate access to the computer suggests that it it is a great opportunity to combine the use of the two in creative and meaningful ways.

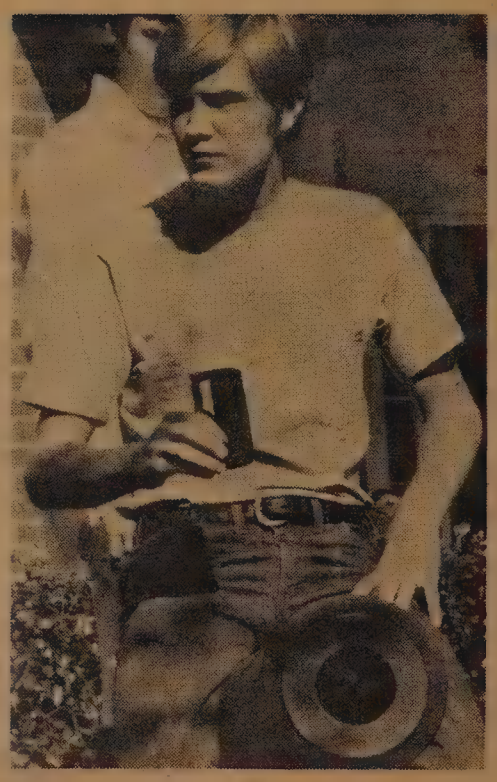
Centenary Graduates

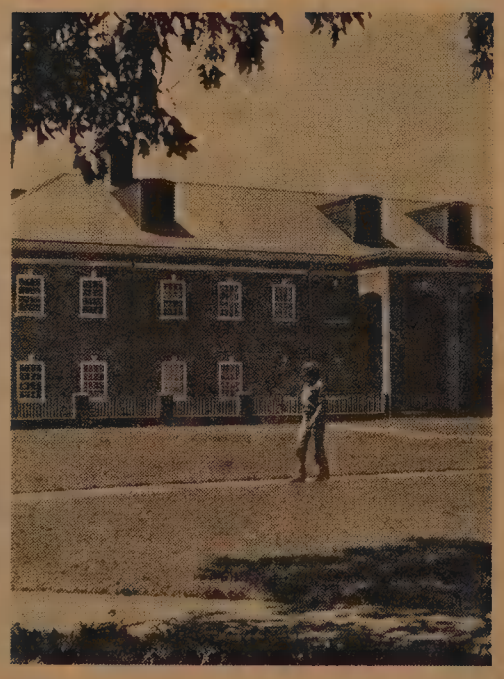
One of the goals of the Mathematics Department is to offer a major in the kinds of growth experiences that will enable the student to fit into ■ career that may not even exist at the time he is a student. Some of the careers into which former students have gone are:

1. **Teaching**
   Many Centenary students with an undergraduate major in mathematics and the necessary professional training in education for ■ teacher's certificate have become teachers of mathematics at the secondary level. Also, ■ number have gone on to receive Masters and Ph. D. degrees and are teaching at the college or university levels.
2. **The Computing Field**
   A number of positions, both in industry and in government, require people with training in mathematics to set up problems for machines to work and to givee the machines careful instructions to follow. A number of Centenary graduates with no more than ■ Bachelors degree are now working in such positions. Others who have earned higher degrees are working at positions in this field that require more training and experience.
3. **Statistics**
   With a major in mathematics, including some statistics, there is an opportunity to specialize in statistics at the graduate level in order to become a statistician or to perform statistical operations with computers.
4. **Research**
   For research in many fields, mathematics is essential. At the present time there are Centenary graduates with ■ major in mathematics who have been hired by industry in preference to an engineer for the purpose of working on the problems of those particular industries. Those graduates who have been interested in research in pure mathematics have gone on to receive M.A. or Ph. D. degrees.
5. **Actuarial Work**
   An Actuary applies mathematics to various aspects of insurance and to pension or other employment benefit plans. The actuary calculates rates in order that the plan can operate on ■ sound financial basis and performs other duties in this field. A student with ■ mathematics major can become prepared to be a fully trained actuary by passing ten examinations, which usually take from five to ten years.
6. **Combinations of Mathematics with Other Scientific Training**
   Approximately one mathematics graduate from Centenary each year enters either medical or law school. Centenary graduates have pursued graduate study in other areas, such ■ physics, astronomy and economics.

Courses

Mathematics for Teachers
Mathematics and Civilization
Introduction to Finite Mathematics
Elementary Functions
Analytic Geometry and Calculus (4 courses)
Computer Systems
Linear Algebra
Foundations of Geometry
Mathematical Statistics
Modern Algebra
Differential Equations
Internship in Mathematics
Topology
Vector Analysis
Numerical Analysis
Introduction to Real Variable Theory (2 courses)
Independent Study in Mathematics





School of Music

The School of Music of Centenary College has several related goals. It serves to prepare students for professional careers in music ▪ performers and educators, and it also functions within the liberal arts tradition by offering musical opportunities to non-music majors. Additionally, the School of Music is the medium through which the wealth of music which man has created is brought to the attention of the College and the community. Towards these ends, the School of Music directs its energies by offering opportunities for performing, listening, and enjoying music of the highest quality.

Accreditation

The School of Music of Centenary College is a member of the National Association of Schools of Music. The requirements for entrance and for graduation ▪▪ set forth in the college catalogue are in accordance with the published regulations of the National Association of Schools of Music.

Degree Programs

Centenary College offers the degree of Bachelor of Music and Bachelor of Arts with majors in the field of performance on the various instruments, voice, composition, and sacred music. The curriculum in public school music is also offered and designed to meet the requirements for teacher certification in vocal and instrumental music for the public school system of Louisiana.

Facilities

The Ed E. Hurley Memorial Music Building was completed in April of 1964. It contains studios, rehearsal rooms, practice rooms, class rooms and ▪ beautiful recital hall. A well-stocked collection of recordings and scores is also maintained by the school for class and individual use.

Performance

Performing opportunities for students are plentiful. Regular recitals by students as well ▬ faculty and guest artists afford a wide exposure to the standard repertoire. Opportunities to appear as soloist with the Shreveport Symphony ▪▪ also available for talented performers.

In addition to small ensembles of both instrumentalists and vocalists, large ensembles such as the Centenary College Band, College Choir, Opera Workshop and the Shreveport Symphony offer performance opportunities to qualified students.

Faculty

Piano

Constance Carroll
B. M. University of Arizona, M. M. East▬▪ School of Music, Performers' Certificate Eastman School of Music; Fulbright Scholar at the Akademie fur Music und Darstellende Kunst in Vienna, Austria.

Among Constance Carroll's teachers have been Julia Rebeil, Jose Echaniz, Silvio Scionti, and Frank Mannheimer. Her awards include the first prize for women in the Maria Canals International Piano Competition in Barcelona, and the Outstanding Finalist Award in the National Federation of Music Clubs Young Artist Competition. She has appeared as piano soloist with the Tucson, Baton Rouge, Eastman-Rochester, Brevard Festival, and Baltimore Symphonies and has also given recitals throughout the United States and Europe. Additionally, she has presented master classes and has appeared as soloist on both radio and television.

Donald Rupert
B.M., M.M., D. M. A. Eastman School of Music.

Dr. Rupert's major piano training has been through Cecile Genhardt of the Eastman School of Music. Additionally, he has worked with Frank Mannheimer and has also studied in Germany and Italy as a Fulbright Scholar. Dr. Rupert has performed widely as a soloist and has also appeared often in chamber music programs. He has conducted many workshops for piano teachers in Wisconsin and Louisiana.

Nena Plant Wideman
B. A. Northwestern State College, B. M. Centenary College, M. M. Chicago Musical College.

Nena Wideman did her major coaching with Rudolph Ganz. She has appeared widely throughout the South as a recitalist and soloist. Her professional activities include workshops for piano teachers, numerous chairmanships of professional organizations, publications on piano pedagogy in professional journals, and ▪ distinguished career as a teacher of piano. Her students have been winners in many contests and have appeared as soloist with orchestras throughout the area; 14 students have now appeared with the New Orleans Symphony.

Voice and Choir

Mary Beth Armes
B. M. Eastman School of Music, M. M. Arizona State University, Doctoral candidate North Texas State University.

Miss Armes is director of the Centenary College Opera Theater in addition to being ▪ teacher of voice and diction. A soloist of wide experience, she has sung with the New Orleans Symphony and numerous other organizations throughout the South and West. She has been eminently successful as ▪ voice teacher having trained singers who have won honors at all levels in the Metropolitan Opera Auditions.

William Ballard
B. M., M. M. Chicago Musical College; PH. D. Northwestern University of Illinois.

Dr. Ballard is Associate Professor of Music and Director of Choral Activities at Centenary. He has had wide experience as ▪ Choral Conductor in the Chicago area having prepared choruses for such conductors as Flor Johnson, Pierre Monteux, Bruno Walter, Hugh Ross and Fritz Reiner. Additionally, Dr. Ballard has studied in Florence, Italy as a recipient of the Fulbright grant and also in Cambridge, England. He has prepared editions of early music for modern performance and has published articles in various periodicals.

Monas Harlan
B. M. Westminster College, M. M. University of Southern California; Graduate study at the Julliard School of Music.

Mr. Harlan's teachers include Charles Hackett and Evan Evans. He brings to Centenary ▪ wide experience in opera having appeared publicly in The Magic Flute, Iphigenia in Taurus, Falstaff, La Boheme, Faust, Ariadne auf Naxos, and many others. He has also been tenor soloist in Beethoven's Ninth Symphony with the Los Angeles Philharmonic and the San Francisco Symphony. His professional background includes solo recitals, oratorio appearances, and many years of successful studio teaching.

Orchestra (Instruments)

B. P. Causey
B. S. Northwestern State College, M. M. Northwestern University.

Mr. Causey's teachers include Frank Simon, Renold Schilke, Leonard Smith, and Dr. Ernest Williams. Bill Causey has played in the Portland Symphony and was formerly first trumpet with the Shreveport Symphony. He has directed the Centenary College Band since 1941 and has promoted and directed the Centenary-Shreveport Summer Band for the past 13 years. In addition to playing in and directing musical organizations, Mr. Causey is a teacher with wide and successful experience.

Leonard Kacenjar, Violin, Viola
B. S. Julliard School of Music; M. M. Ball State University

Mr. Kacenjar has studied violin with Ivan Galamian, Dorothy Delay and Louis Persiner. In addition to chamber music performance and solo performance, Mr. Kacenjar is concertmaster of the Shreveport Symphony.

Daniel Pankratz, Violoncello
M. M. Chigago Musical College

The principal cellist with the Shreveport Symphony, Mr. Pankratz has also been a member of the Dallas Symphony. He has appeared in both solo and chamber music concerts in the Shreveport area.

John Shenaut
B. M. American Conservatory, M. M. University of Michigan.

John Shenaut has also studied conducting with Pierre Monteaux, Rudolph Ganz, Eugene Bigot, Rafael Kubelik, and others

in the U. S. and Europe. He is currently Musical Director and Conductor of the Shreveport Symphony and has wide experience as ▪ conductor of both operatic and symphonic literature. In addition to his current post with the Shreveport Symphony, Mr. Shenaut has conducted orchestras in Switzerland, Germany, and France. His generous use of young talented musicians as soloists with the Shreveport Symphony is but one of many examples of his interest in the development of young performers.

History-Literature, Theory, Composition, Organ

Frank Carroll
B. M. Shenandoah Conservatory of Music, M. M. College of Music of Cincinnati, Ph. D. Eastman School of Music.

Presently the Director of the School of Music at Centenary College, Dr. Carroll is principally a teacher of theory and composition, having studied composition with Herbert Elwell. He has had numerous performances of his works and most recently won first prize in the concerto category in a composition competition sponsored by the Wisconsin Federation of Music Clubs. Other works have been presented in recital, on radio, and over Education TV.

Ronald Dean
B. A. Williams College, M. M. University of Michigan.

An organ student of Robert Noehren at the University of Michigan, Ronald Dean has taught at the University of Texas at Austin and is a founding member of the Organ Historical Society. He has been Dean of the North Louisiana Chapter of the AGO and appears regularly in recital.

Frances Perkins
B. A. Centenary College, M. M. Chicago Musical College.

Miss Perkins' teachers include Rudolph Ganz, Hans Rosenwald, Paul Hindemith and Harold Bauer. Her association with Centenary College has been both long and successful. She has also been active as a lecturer and accompanist and is currently a member of the violin section of the Shreveport Symphony.

William Teague
B. A. Curtis Institute of Music.

A student of Alexander McCurdy at the Curtis Institute, Mr. Teague is a distinguished teacher and recitalist. He has concertized widely in this country and Europe and is currently Minister of Music at St. Mark's Episcopal Church in Shreveport. Most recently, Mr. Teague completed a concert tour of England and was recorded by BBC. In addition to performing, William Teague has conducted numerous workshops, master classes, and lecture recitals.

Courses

Elementary Music Theory
Piano Class
Introduction to Music History and Literature
Music Appreciation
Advanced Music Theory
Counterpoint
Composition
Accompanying and Improvisation
Principles of Conducting
Instrumental Conducting
Choral Conducting
Music Education
Percussion
Strings
Piano Teaching Methods
Brasses
Woodwinds
Voice
Music History
Orchestration
Church Music
Private Applied Music
Major Private Applied Music
Band
Choir
Orchestra
Ensembles

Centenary College-Community Choral Society

The Centenary College-Community Choral Society is organized for the purpose of performing major choral works. It is designed to include the larger musical community ▪▪ well as students and faculty of the college. Among those works recently performed are: Randall Thompson's musical drama THE NATIVITY ACCORDING TO SAINT LUKE and BELSHAZZAR'S FEAST by William Walton with the Shreveport Symphony. A select group from the socitey also performed Benjamin Britten's cantata SAINT NICOLAS with the Centenary College Chamber Singers nad faculty instrumentalists.

Centenary Chamber Singers

The purpose of this group is to give to interested students the opportunity to learn and perform the repertory for small vocal ensembles. The organization performs annually on both stage and television and also combines with the Choral Scoiety on occasion to participate in larger choral works.

Centenary College Choir

Centenary College is widely known for its outstanding choir. The organization has presented concerts throughout the United States and the Far East and has recently returned from a tour of England and Wales. The choir has special facilities designed for its use that include a closed circuit television system. It is not unusual to see the choir use all four of their costume sets during one performance; they have learned from experience how to change "on the run." Their music and costumes travel with them on performances in the choir's own van. The choir presents several color television programs a year and is ▪ main attraction in Shreveport's Holiday In Dixie. Membership in the choir is by audition.

Centenary Band

Centenary's band presents several concerts during the school year. In the summer the band combines with interested persons in the Shreveport community to present concerts "under the stars" once ▪ week in the college's outdoor ampitheatre. It participates in the "Holiday In Dixie" festival.

Centenary Opera Workshop

Each year, in both the fall and spring semesters, Centenary offers music majors and other interested Centenary students an opportunity to participate in opera scenes or a production. The opera presentations are simply staged and are advertised to the general public as well as the college's student body. Presentations range from one entitled, "Opera for Non-Music Lovers," to the well-known Mozart opera, "Magic Flute."

Philosophy

What is Philosophy?

To be honest, this is our hardest question. Even philosophers cannot agree on an answer. Etymologically the word "philosophy" means "love of wisdom." Traditionally philosophy was considered the queen of the sciences. Historically philosophy has been the origin of most of today's sciences. Philosophy is more modest today and pictures itself as an intellectual midwife to the other disciplines rather than their queen. In choosing this role, philosophy returns to Socrates.

Philosophy no longer views its task as legislating truth for the other disciplines. Rather philosophy now sees its task as clarifying and correlating the basic ideas produced by the other disciplines themselves. Philosophy analyzes the fundamental concepts and presuppositions. It asks such questions as, "What do you mean?", "How do you know?" and "What difference does it make?". Philosophy also produces conceptual maps interrelating the leading ideas of human thought. In summary, philosophy's unique goal is understanding rather than describing (morals, religion).

Why take Philosophy?

You might take philosophy as a major. This major will prepare you for graduate work and a subsequent teaching career in philosophy. Philosophy is also a good major for those who want a liberal arts preparation for such professions as law, business, government service, the ministry, and some of the social sciences. For those who are interested simply in a liberal arts major for its own sake, philosophy needs no justification.

Why take Philosophy at Centenary?

An innovative aspect of philosophy at Centenary is the heavy emphasis on seminars specializing in group study of historical topics or problems. There is also the opportunity for independent study on a topic of one's own choosing - - in a one-to-one relationship with your professor.

The Faculty

The faculty incorporates a wide range of interests and training on the part of its staff. One is a successful industrialist turned professor who recently completed the Ph. D. degree at Columbia University. The department chairman has a Ph. D. degree from Yale and has researched particularly in the areas of the history of systems of thought and the theory of artistic and ethical values. The third is also the Chairman of the Religion Department and has his Ph.D. degree from the University of Edinburgh.

Courses

Introductory Problems in Philosophy
Ethics
Logic
Esthetics
Social Philosophy
History of Ancient and Medieval Philosophy
History of Modern Philosophy
Philosophy of Religion
Contemporary Philosophy
Epistemology and Metaphysics
Philosophy of Eastern Religions
Seminar in Philosophy
Independent Study in Philosophy

Religion

Religion is a vital and elemental human experience whereby persons in all cultures relate their lives to a final and ultimate meaning or value. It has assumed many forms and expressed itself in many guises and structures throughout history. Its meaning and spirit is not exhausted by any one of these particular historical forms. Despite the pressures of secularization in western and even eastern culture and the decline of organized religious groups, the religious spirit continues to manifest itself in men's unending search for meaning in their lives and the life of the world.

It is incumbent upon any person who calls himself educated to take account of this fundamental human experience and to examine how his world-view and life-style is influenced by particular religious ideas, feelings and symbols. The purpose of the courses offered at Centenary is to create a setting and provide tools by which students can explore the phenomena of religion with a sympathetic and critical attitude. The aim is not to demonstrate the superiority of one form of religion over another, but to examine many forms and see what part they play in the lives of their adherents. Such an approach will enable the individual to evaluate the religious issues that impinge upon his own life and call for some decision on his part.

Objectives of the Department

In view of these considerations, the objectives of the Department of Religion at Centenary are:

1. To provide the basic subject matter necessary to an understanding of religion.
2. To help students understand the Hebrew-Christian tradition (including biblical literature, history and religion) and the literature, institutions, personalities, and ideas of the Western religious traditions; to provide a similar kind of instruction in several non-Christian religions of the world.
3. To analyze the role which religion has played in human experience and the importance of religious presuppositions in the formulation of value systems.
4. To help students to achieve mature ideas, to develop new insights, to create a climate in which they may think clearly about problems in religion, and to foster in the academic community an atmosphere characterized by serious and responsible probing of ultimate questions.

The Program

The Department offers those students planning vocations in the ministry, Christian education, church music and other church related fields, superior preparation for graduate work. The areas of study are broadly grouped under two headings:

Historical: Biblical literature and history
History of Christianity
History of religions, or world religions

Interpretative: Philosophy of religion
Ethics
The church in society
Christian education

Courses

Understanding Religion
Old Testament Survey
New Testament Survey
History and Doctrines of Methodism
History of the Christian Church
Philosophy of Religion
Prophets of Israel
Philosophy of Eastern Religions
Theology of New Testament Writers
Renaissance and Reformation
Directed Study in Christian Thought
The Contemporary Church
Introduction to Christian Education
Seminar in Christian Education
Independent Study in Religion

Physics

The Physics Department at Centenary offers programs of study leading to the B.S. degree with a major in physics and the B.A. degree with a major in physics.

Department Program

The offerings of the physics department include:

1. Courses with no prerequisites for those students who are not planning to major in one of the sciences but who would like to become familiar with some of the theories and procedures in physics and astronomy.
2. Courses with freshman level mathematics as prerequisites for those students majoring in one of the sciences and who require a deeper insight into the theories and procedures of physics for their particular field of study.
3. Advanced level courses with higher level mathematics and physics courses as prerequisites for those students seeking a major in physics.

Facilities

What should one expect to find in the Physics Laboratory of a small liberal arts college? Well, don't expect the ordinary of Centenary. For undergraduates, the physics laboratory is one of the finest in the South. Its equipment includes such pieces as a Veeco Vacuum System; a six inch Varian electromagnet; a 1024 channel Nuclear Data pulse height analyzer; use of the IBM 1130 computer; a complete machine shop to aid you in developing your own experiments; several Tectronix oscilloscopes; six complete Electronics for Scientists laboratory units; and many, many more smaller pieces of equipment. Students at Centenary thus have access to research equipment they would not expect to find until graduate school.

Physics and the Liberal Arts

In addition to those students intending to specialize in physics or engineering, students who are scientifically inclined but who do not plan to specialize in a particular field, should seriously consider a program of study leading to a B.A. degree with a major in physics. In a liberal arts college such as Centenary, such a program of study will enable the student to acquire the necessary background for a wide range of scientific fields. The liberal arts requirements of the college will insure that the student is totally educated and able to converse in areas of art, literature, economics, religion, philosophy, science, and mathematics. Most important, he will be able to use the English language effectively in writing and speaking. With the further social abilities most students acquire in a small liberal arts college, such a person should be well equipped to meet those problems life may offer after his college years.

Faculty

Dr. Louie A. Galloway, Chairman of the Department of Physics has been named as recipient of the first endowed chair named at Centenary. Dr. Galloway, who has been at Centenary since 1967, has done research in aerospace technology ■ a consultant to NASA, research at the Harvard Cyclotron facility, worked with the Condon Committee studying unidentified flying objects and is presently working at Oak Ridge National Laboratories studying the neutron scattering cross-sections of oxygen. He is listed in PERSONALITIES OF THE SOUTH and AMERICAN MEN OF SCIENCE. His proposals have resulted in the granting of over $250,000 to the college for use in the Physics Department.

Dr. Jeff Trahan, assistant professor, is the newest member of the department. He is a solid state physicist and has done research in X-ray crystallography and optical properties of solids. He is now studying transport phenomena in solids.

Courses

Introduction to Physics
Classical Physics Laboratory
Introduction to Modern Physics
Modern Physics Laboratory
Mathematical Physics
Electronics for Scientists
Advanced Physics Laboratory
Wave Phenomena
Intermediate Mechanics
Dynamics
Statistical Physics and Thermodynamics
Electricity and Magnetism
Advanced Modern Physics
General Astronomy
Independent Research in Physics
Engineering Drawing
Engineering Orientation and Graphics
Architectural Graphics
Map Drafting
Advanced Engineering Drawing
Descriptive Geometry
Plane Surveying and Mapping
Materials of Industry

Pre-professional

Pre-Law

"The law is said to be an instrument of social control. As such it is an actual or potential influence upon virtually all human activities and concerns. Therefore, the learning and experience useful to the lawyer is as limitless as the learning and experience that man is constantly expanding and putting to use. What is required, then, as preparation for the study of law is a liberal education. The law school accrediting agencies wisely have not specified the content of the pre-legal education. Some general guidelines can, however, be offered. The pre-law student should seek education for comprehension and expression in words, for critical understanding of human institutions and values, and for creative power in thinking."

Taken from THE COLLEGE BLUE BOOK, Vol. 8, "Professions, Careers and Accreditation," by Millard Rudd, Consultant on Legal Education to the American Bar Association and Professor of Law at the University of Texas.

What To Look For In An Undergraduate Education

Three general principles, according to the American Association of Law Schools, should guide the student's choice. First, the principle of excellence in instruction. "The best trained applicant for law school is the student who has studied under teachers who have inspired, challenged, and pressed him," no matter what subject matter was covered in his courses. Second, the principle of pleasure. The student should "indulge his academic instincts, with two reservations: first, make certain the pleasure is in the subject, not in the ease of the course; second, remember that an investment of pain and sweat may be exacted by a difficult subject before it yields its pleasure." Third, the principle of depth. The student should test himself in college with the production of a substantial piece of work in a limited area, preferably a major written exercise. "It may not be enough to prove him a scholar, but it should be sufficient enough to let him know whether he ever wishes to become one."

Pertinent Areas Of Study At Centenary

The formation of a Pre-Law Advisory Council, composed of 5 lawyers and 2 professors, represents a renewed effort on the part of Centenary to seek the counsel and help of professional people in the preparation of students for future careers. Using guidelines such as those above and those garnered from years of experience, the council will make recommendations to the college concerning all areas that have a bearing on legal preparation at Centenary -- curriculum, library resources, establishment of internship programs, etc. Attorney Col. John H. Tucker, council chairman, in discussing the purpose of the council said he "would hope the council could formulate a statement of the components of the work of a lawyer, and from that consideration, devise the knowledge he should have to carry out the functions of a lawyer. We should see what specific subjects he needs, and the extent to which he should go into any of these disciplines, so that when he gets to law school he will be well equipped to take up his study." The Council will help establish rationale and set guidelines that will be helpful to the individual student as he or she determines the pathway that is most appropriate to his or her plans.

Pre-Med

There are hundreds of colleges in the United States where a student can get an excellent education and fulfill the specific subject requirements for entrance to medical school. There is no such thing as a nationally approved pre-medical curriculum list because any college approved by the appropriate regional accrediting agency is generally considered to offer courses of satisfactory academic quality.

Selecting An Undergraduate College

The following questions were suggested by some of the medical schools to help students select a college or university that would be appropriate to the student's goals:

1. Does the college offer the required courses I will need for medical training: Does it have strong science departments with adequate laboratory facilities? Does it have a reputation for high academic standards and a good faculty?
2. Does the college offer the educational opportunities of the liberal arts as opposed to the purely technical? Will I have the chance to develop intellectual initiative and critical thinking above and beyond the memorization of facts?
3. Is the college approved by the regional accrediting agency?
4. Regardless of size, does the college consistently send some students on to medical school? (As a rule, students from colleges that provide several medical students per year are more successful in medical school than students from colleges that contribute only an occasional medical student.)
5. Do I think the college will appeal to me personally and socially as well as intellectually? Will I be happier in a small school with the chance to know my teachers better, or in a larger school with the intellectual stimulus of competition and camaraderie with more premeds?
6. Does the college have a premedical advisory program?

Centenary's Pre-med Program

Centenary College has a long and successful tradition of students entering medicine. For over 30 years Centenary students have entered medical schools throughout the south, with LSU and Tulane most often represented. An indication of the continuing strength of the pre-med program is the fact that for the past three years more freshmen have registered as premedical majors than they have in any other field.

Centenary offers the regular 4 year programs with either a B.A. or a B.S. degree available. It also features a 3-1 program for the student of outstanding ability; any student who feels that it may be possible for him to enter medical school upon the completion of a three year program at Centenary may request entrance into the 3-1 program. The program is so designed that the student takes all distributive requirements and major requirements during the first three years. He has little choice of electives. After entrance into med school and after the successful completion of a full year's work, Centenary accepts the full year of med school work in lieu of the student's electives and awards the Bachelor degree.

Academic Advising

The strength of Centenary's program lies in the academic counseling that the student receives from his faculty advisor. The student's progress is constantly evaluated, so that by the end of the Sophomore year, the student has a clear understanding of his probable success in medical school. If it seems that he should make plans other than to attend medical school, the student will have the opportunity of using his liberal arts orientation in selecting an alternate major without losing a great number of credits toward graduation. Because of its strong advising system, Centenary has had an 85%-90% acceptance rate for its graduates. In the fall of 1973, 10 of 12 applicants were accepted by the medical school of their choice. More women are entering the program each year. Several have graduated and entered medical school in the past three or four years; one has just received the distinction of being the first graduate of the LSU (Shreveport) School of Medicine's graduate program.

Other Pre-health Preparation

Centenary offers a 3-1 curriculum in medical technology in cooperation with Confederate Memorial Hospital in Shreveport The student takes three years of preparatory courses and the liberal arts and spends the fourth year in the laboratories of the hospital. At the completion of the year's work at the hospital, the student receives a Bachelor of Science degree from Centenary as well as certification through the hospital.

Centenary offers work appropriate for entrance into Dental School. The minimum requirements set by the Council on Dental Education of the American Dental Association are as follows: the successful completion of two full years in an accredited college of liberal arts and sciences and 1 year of English, 1 year of biology, 1 year of physics, 1 year of inorganic chemistry and ½ year of organic chemistry.

Centenary can prepare one for entrance into Veterinary School. Schools of veterinary medicine have course requirements similar to those of dental schools: (the following is an example taken from the catalog of a well known school) General Botany, General Chemistry, Vertebrate, Organic Chemistry, Physics, English, History, Algebra, Trigonometry, American Government, Speech and two electives.

Centenary can prepare students for entrance into numerous schools of Physical Therapy. Many schools have two programs: the fourth or professional training year of a baccalaureate degree program for students transferring from undergraduate programs and a one year program for those who already possess a B.S. degree. The

length of such programs usually spans one academic year plus two summer semesters. The physical therapy degree is a professional degree and may complete or supplement a B.S. degree. Appropriate undergraduate work necessary for entrance into such a program includes ■ heavy emphasis upon the liberal arts as well as required courses in biology, chemistry and physics.

Those wishing to begin their college work at a smaller college, those wishing to gain some exposure to the liberal arts, or those not certain of a major may prepare themselves not only for the above mentioned schools but for possible entrance to other professional schools as Optometry and Pharmacy. These students would not receive a degree from Centenary but would benefit from their exposure to the liberal arts, from the establishment of good study habits under less competitive situations than the larger university, and from excellence in teaching.

3-2 Engineering

Engineering And The Liberal Arts

The liberal arts-engineering combination program adds a full year to the normal four year course leading to the bachelors degree. However, Centenary believes that sufficient benefit will come to the student who takes the extra year and earns two degrees instead of one.

To the prospective engineer is offered the extra advantage of a broader scope of education provided by the 3 year phase of the program at Centenary. His contact with students and faculty who have wide differences of background and experience will have a lasting effect on his future. His many opportunities to participate in a great variety of extra-curricular activities and social events of the liberal arts campus and to absorb the many benefits of culture from the fine arts will enrich the student's life both inside and outside his profession.

The student who is considering the field of engineering, but for some reason is not quite certain of a final choice in the area, will find the combined program ideal. It will provide him a chance to continue his education without making a final decision before he is really sure of his preference. At the end of two years, if he has decided on engineering, he will continue with the program he began his freshman year. If, however, he has decided against becoming an engineer, he can proceed at the start of the junior year of college to move into a more appropriate field without loss of time or credit.

Centenary College of Louisiana has entered into cooperative agreements with the Engineering Schools of Columbia University, Stanford University, Texas A & M, University of Arkansas and Louisiana Tech University, to lead students through the liberal arts area into the technical courses of the engineering profession.

The Program

This agreement establishes at Centenary a three year program in pre-engineering, after completion of which the student may elect to transfer to one of the five engineering schools for two additional years where he will pursue one of the many engineering options available. At the end of his five year program he will receive a B.A. degree from Centenary in Physics and a Bachelor of Engineering from the engineering school he attended.

Member institutions will undertake to accept any student who completes the program as prescribed at Centenary and who is recommended by the faculty. A student who maintains a "B" average in science and mathematics courses at Centenary can expect such recommendations and acceptance.

Fields of Study

Each of the engineering schools of the five universities has fields of strength for which it is noted and each of the schools has areas that are not duplicated by the other institutions; some areas of study are, however, common to all five schools. Students should request a bulletin from any of the schools that seems to be of particular interest and should note what is available under the combined plan. A quick glance will indicate that such diverse areas as electrical engineering, bioengineering, aerospace engineering, computer science, ocean engineering, mining engineering, solid state science and environmental science may be found.

3-2 Forestry Program

Centenary College has established a combined program with the Duke School of Forestry which leads to a Masters Degree in five years. A student devotes his first three years to a coordinated and carefully integrated program of study in the basic arts and sciences at Centenary. The following five semesters are spent in the Duke School of Forestry, and normally upon the completion of 70 units of credit in a professional program of study at Duke, a student will have earned the Bachelor of Science degree from Centenary and the professional Master of Forestry degree from Duke. In the case of students with advanced preparation relevant to their specific educational objectives, total unit credit requirements may be reduced.

Course Offerings

Programs of study at Duke are available in: (1) Biological Science - - Forest Ecology, Tree Physiology and Biochemistry, Forest Pathology, Forest Entomology and Dendrology and Wood Anatomy, (2) Environmental Science - - Forest Soils, Forest Meterology and Biometerology and Wildland Hydrology, (3) Statistics and Operations Research - - Biometry and Statistics, Mensuration and Operations Research and (4) Economics and Management - - Natural Resources Economics and Policy, and Forest Management. In addition, the following special management or business oriented programs of study are available: Post Liberal Arts and Science Program, Business Management Program, Forest Protection Program, Cooperative Forestry Program and Natural Resource Ecology and Environmental Management Program.

"School" Of Church Careers

Academic excellence and spiritual commitment are the two-fold goals of a program for church careers which is scheduled to begin in the fall of 1974. The program will offer a Bachelor of Arts degree in Christian Education with accreditation to serve in local churches as: Director of Children's Ministries, Director of Youth Ministries, Director of Adult Ministries or a combination of these. In addition, the program will offer the Bachelor of Arts degree in Religion, or other majors, preparing those students who wish to go on to seminary or into other related graduate studies. A special agreement with the School of Music at Centenary will also enable students to complete some course work in "church careers" while pursuing a Bachelor of Music degree in Sacred Music.

Purpose

The "School" of Church Careers is a program offered by Centenary College for the education and training of people who want to find a place in the professional church. The idea is to take the solid liberal arts degree and add a clinical program which will equip students with techniques and skills and understanding that will enable them to do the business of faith and learning - - a commitment toward the whole man.

The "School" of Church Careers will be an integral part of the college. Students in the program will be expected to fulfill the distributive requirements that all students must meet as graduation expectations. In addition, the program will offer special courses to prepare students for their chosen careers in a church-related vocation.

Mainly, schools preparing persons for unordained full-time church professions are fundamental in theology and technique. Whereas Protestant denominations like the United Methodist Church (to which Centenary is related) used to offer such training on the seminary level, now many of them have phased out such instruction. Centenary's church careers program is being established to offer such an education from a liberal theological orientation. The program will be open to students from all religious affiliations and will not be doctrinaire in nature.

Supportive Community

A need often forgotten is for a supportive community to be available for the encouragement of the young person who leaves home for the first time with "the call" to a church-related vocation. The Centenary "School" of Church Careers will provide such ■ community for those who have the common goal and interest of a church-related position. There will be many opportunities for sharing as a group. A "serendipity" orientation course fashioned after the national work of Lyman Coleman (world leader in avant garde small group support systems) will be required for graduation; this orientation is designed to be a vehicle for Centenary's group support in the Christian life-style as well as a forum for the introduction of new ideas and feelings. Nowhere in the country is this available.

Not Separate From But A Part Of

Although the program desires to build Christian community and to help CSCC students develop a viable Christian lifestyle, it does not seek to draw the student away from the overarching experiences and environment of the campus. At Centenary we value deeply the growth and development of the whole person. We expose him to the liberal arts - - - we want him to know about history, art, language, literature, the way people and societies work, numbers and their functions in ■ technical world, the physical foundations of life, the earth's history and pre-history. We also attempt to help him develop specific skills in an area of work so that he can do at least one thing well. We want the student to develop adult skills and learn how to balance freedom and responsibility in his everyday existence - - in the dorm, on the intramural field, in service groups and interest groups, in campus elections and through student activities in general. The supportive community will not "hide" the student from the opportunities and frustrations of college living, but will rather serve as a reference group and a company of friends. The "School" of Church Careers seeks to develop the whole man so that he can know himself thoroughly and dedicate himself totally; it's lifestyle Christianity that we're after - - - the life one lives, not the creed he professes.

Work Scholarships

There will be a unique opportunity, to help finance one's educational costs through work/scholarships sponsored by the CSCC Foundation. More detailed information is available in a special CSCC Bulletin.

As a field, however fertile,
cannot be fruitful
without cultivation,
neither can a mind
without learning.

Cicero

Psychology

Psychology is an attempt to understand human behavior by discovering functional relationships between behavior and conditions in the environment and in the organism. The Psychology Department at Centenary offers an undergraduate major which it believes will provide students with a broad background in the study of man - - and which will allow the student to proceed in one of a number of directions in graduate schools or immediate job opportunities. Some students have entered directly into graduate work in psychology upon graduation from Centenary; others have entered graduate work in such diverse fields as the ministry and bio-chemistry. Not all students enter graduate school immediately upon graduation; recent Centenary grads have found positions with the welfare department, in special work with retarded children, in psychological testing, and one served as a Capitol Hill security officer while waiting for entrance into law school.

Course of Study

The course of study at Centenary attempts to provide the student with a theoretical background in the areas which are listed as course offerings below. Furthermore, in situations where observational experiences are desirable, community resources are utilized. Laboratory experiences supplement a number of the offerings.

During the INTERIM program an attempt is made by the department to offer courses which are not a part of the regular catalog offerings. These courses are of current interest.

Courses

General Psychology
Statistics for Behavioral Science
Human Growth and Development
The Exceptional Child
Social Psychology
Physiological Psychology
Introduction to Psychological Tests
Experimental Psychology
Learning-Principles and Application
History and Systems of Psychology
Abnormal Psychology
Theories of Personality
Independent Study in Psychology

Education makes a people easy to lead, but difficult to drive;
easy to govern, but impossible to enslave.

Lord Brougham

Sociology

Sociology is the scientific study of human relationships. It is a body of knowledge concerned with what IS in society. From the beginning of time, men have known that they do not live as isolated creatures. Long ago, John Donne observed that "no man is an island." Each of us is involved in mankind, and it is this web of inter-relationships toward which sociology directs its attention.

Department Program

The primary purpose of the Sociology Department at Centenary is to challenge the minds of students, to give them tools that will help them in viewing society, to cause them to think, and to know themselves as responsible members of society. The courses in the department fall into three somewhat overlapping areas: courses intended to develop the general culture of the student, courses supporting other areas in which the knowledge of social institutions and behavior is essential, and courses needed to prepare the student for a specific position.

Involvement

Learning is not limited to the classroom at Centenary. Rather, the key is INVOLVEMENT in the social milieu which is the focus of one's study. For example, in "Criminology" students are involved with the law enforcement agencies in the area. In "Introduction to Social Work," they are involved in many of the welfare institutions of the city; in "Methods of Social Research," students are required to participate in door-to-door interviews with Shreveport residents; and in "Sociology and Religion," the student finds himself exposed to many church groups. Sociology majors may complete 45 hours of volunteer social work with an approved agency before graduation. (And any student in many of the Sociology classes may offer 20 hours of Volunteer social work in lieu of a term paper.)

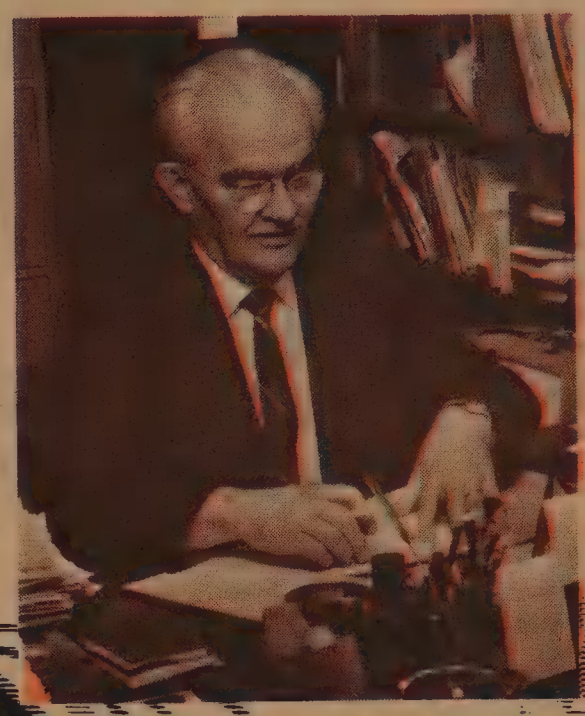
Projects begun in the classroom often grow into campus-sponsored activities. For two years, sociology majors interviewed residents of a lower socio-economic area near the campus to determine important needs that they felt. One need most often noted was the need for recreational space and equipment for their children. A playground area has been cleared and equipment has been secured as a result of campus-wide participation in the project.

"Open Ear," a teen-age HOTLINE, a listening referral and short-term counseling service was begun when youth of the city indicated to members of a sociology class that there was a definite need in this area for such a service. "Open Ear" has its four phones on campus, is manned by volunteer workers, and is sustained by community support.

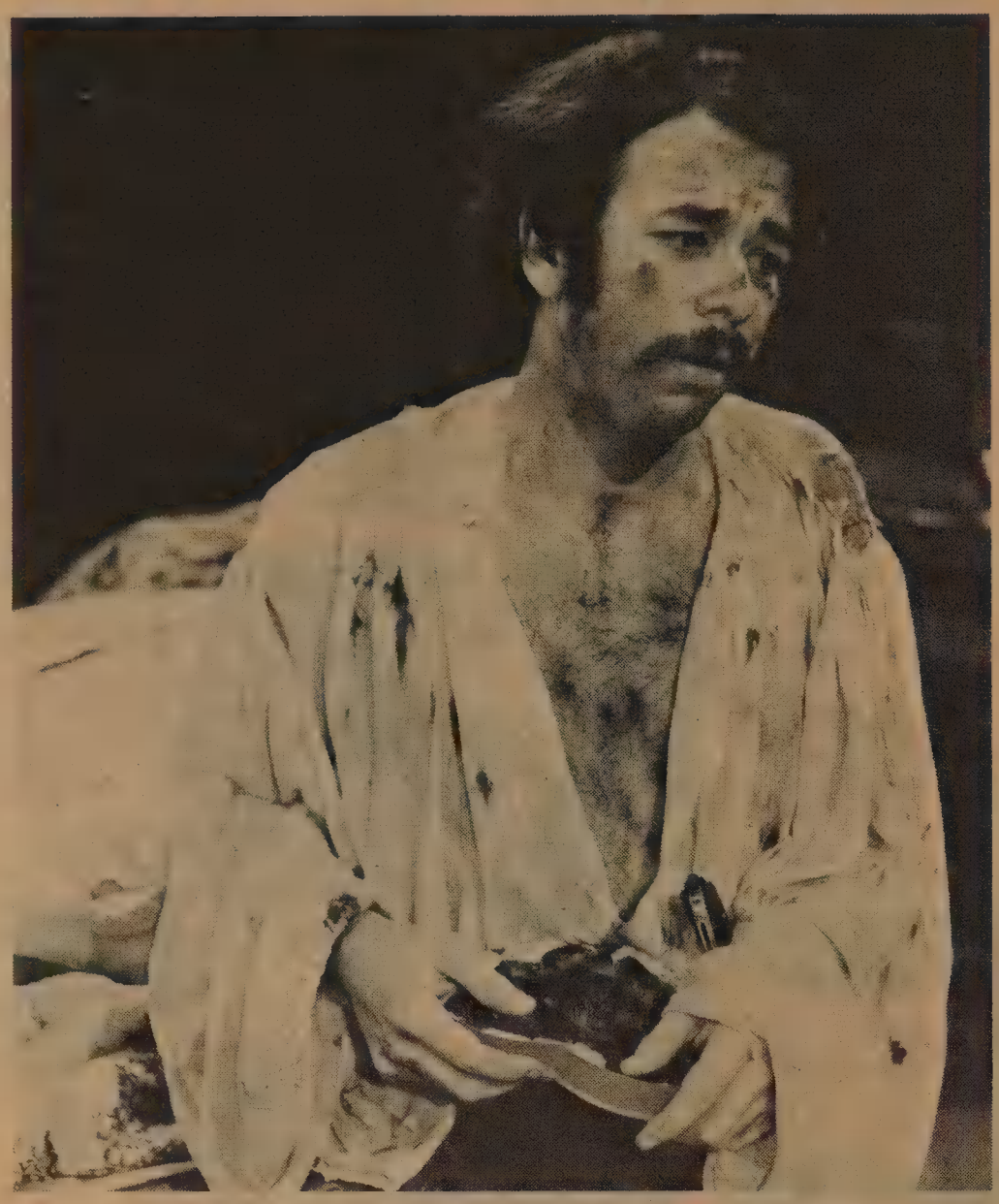
For some students, projects begun at Centenary develop further personal interest in serving people. Some Centenary students are presently tutoring, some working with drug rehabilitation, and some are serving persons with disabilities.

Courses

Introductory Sociology
Social Institutions
Introduction to Anthropology
Contemporary Social Problems
The American Indian
Marriage and Family
Statistics
Community Organization
Introduction to Social Work
Majority-Minority Relations
Social Psychology
Southern Regionalism
Criminology
Juvenile Deliquency
Sociological Theory
Methods of Social Research
Sociology of Religion
Honors in Sociology
Independent Study in Sociology
Sociological Topics



Theatre/Speech



The Theatre/Speech Department offers a program to serve three types of students: those who plan to attend graduate school, those who plan to teach, and those who plan to pursue a career in the profession or use their training for vocational purposes.

Objectives

The department seeks to introduce variety to both student and audience; productions are planned on a four year cycle during which a variety of styles and historical periods are presented. The department seeks to balance, for the major, both the acting and technical aspects of dramatic production. The department seeks to involve as many non-majors as possible from within the general Centenary College community.

Theatre With a Purpose

Educational Theatre is a creative, practical activity.
Educational Theatre is a creative, democratic activity.
Educational Theatre is a creative, culturally enriching activity.
Educational Theatre is a creative activity which has personal and therapeutic values.
Educational Theatre is a creative activity which has definite vocational and professional possibilities.

Program

All majors are members of the Rivertowne Players. Five major productions are offered by the Rivertowne Players during the regular school year; one is usually a childrens' production and another a musical. Each summer two further productions are scheduled and the Rivertowne Players join with members of the greater Shreveport area in auditions.

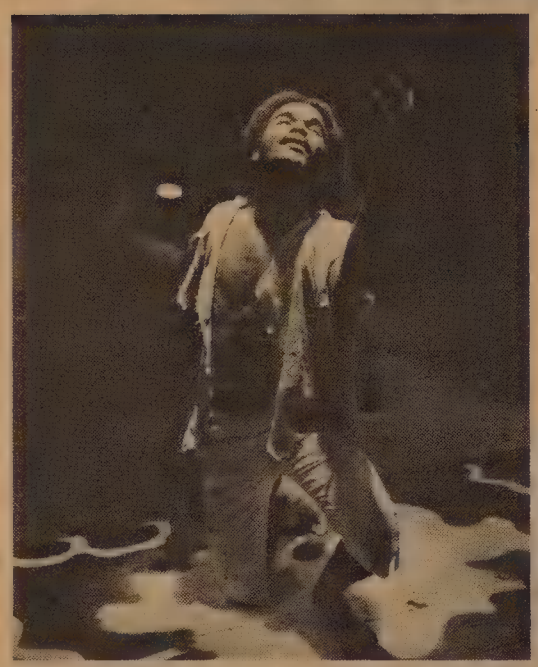
Travel is a part of the program whenever possible. Productions have been taken to schools, libraries and neighboring communities. The Rivertowne Players have engaged in national competition and have traveled to regional events with their chosen production. Twice in the past three years USO tours to Europe have been planned. An INTERIM course abroad in January 1974 was a study tour of theatre in London, England.

Past Productions

Look Homeward Angel. . .Jane Eyre. . . Marat/Sade. . .Stop the World, I Want to Get Off. . .Lion in Winter. . .Mame. . .The Apple Tree. . .Antigone. . .The Bad Children. . .Winnie the Pooh. . .The Night Thoreau Spent in Jail. . .The Little Hut. . . Our Town. . .Fiddler on the Roof. . .Romeo and Juliet. . .Spoon River Anthology. . . You Can't Take it With You. . .The Serpent . . .Annabelle Broom. . .Celebration. . . Gypsy. . .Rosencranz and Guildenstern Are Dead. . .Take Me To The Treasure. . .The Imaginary Invalid. . .The Me Nobody Knows . . .The Good Woman of Setzuan. . .Desire Under the Elms. . .Music Man. . .Little Mary Sunshine. . .and others.

Courses

Theatre Laboratory
Fundamentals of Voice and Diction
Voice for the Stage
Public Speaking
Introduction to Interpretation
Analysis and Criticism
Debate and Argumentation
Discussion Practices
Advanced Public Speaking
Advanced Literary Interpretation
History of Public Address
Workshop: Technical
Workshop: Make-up
Workshop: Acting
Orientation to the Theatre
Acting: Movement
Acting: Improvisation
Acting: Character Development
Acting: Styles
Introduction to Technical Theatre
Scene Design
Historic Costume for the Stage
Stage Lighting and Sound
Costume Design
History of the Theatre
Directing
Communicative Media: Radio
Communicative Media: Television
Seminars in Theatre/Speech
Independent Study



Life is an unanswered
question,
but let's still believe in the
dignity and importance
of the question.

Tennessee Williams

Interim

Picture yourself tracking an animal in the snow in Colorado. Or picture yourself asking the noted researcher from the Parapsychology Laboratories in Durham, North Carolina, if he really believes that a man can capture his thoughts on film. Or perhaps you can see yourself working with a multi-media presentation portraying different contemporary "models" of the Christ figure. Visiting a castle in England, perhaps? Peering through a microscope or a telescope, maybe? You could be doing any of these during INTERIM at Centenary.

INTERIM is an important part of the school year at Centenary.
INTERIM is that 3½ week period in January that is dedicated to courses of special design that are offered as an enrichment to the regular catalog course listings. Courses are designed to be interesting, enlightening, provacative, involving, and stimulating. (That's some order.) Courses are offered because of the noted interest of faculty and students. The courses offered are not allowed to resemble regular semester courses; you can be sure that no professor is using a condensation of his old notes. The courses which are offered change from year to year. Some of the courses are interdisciplinary in nature. Courses may be on campus or off campus. Lectures, seminars, individual study and multi-media presentations are all used. Travel abroad is always a part of INTERIM.

Students must take two INTERIM periods for graduation.
Each course counts a full course unit and does count as graduation credit. The tuition costs of the INTERIM are included in either the fall or the spring semester costs; however, any special INTERIM programs off campus that are not operated directly by Centenary may have special costs involved. A student may take four INTERIM courses, but only the two required will count toward graduation credit and will be covered in the forementioned cost pattern.

As examples of the kind of offerings available, we list the following:

Western Man as Seen in Literature and Art
Ecology of the Vertebrates - - a Collecting Trip
Radioisotope Techniques and Applications
Outdoor Education in Colorado
The Contemporary Christ-figure: Drama, Film and Fiction
London, Spain, Portugal and Morocco
Theory of Numbers
Laboratory in Techniques of Religious Consciousness
Drugs and Behavior
Theatre, Art, Music Tour to Europe
Sociology of Religion
The Theatre: A Reflector of Social Issues
Unidentified Flying Objects
Experimental Printmaking
Literary Trip to England and Ireland
Environmental Problems and Solutions
Latin America Study Seminar at CIDOC
Applied Music
Introduction to Winter Sports - - Skiing at Aspen
British Honduras Workshop
Theatre Tour of New York
Mathematical Games with the Computer
Simulated Society

INTERIM is a refreshing break during the middle of the school year. It promises courses that are always fresh and "with" the times. INTERIM offers you a chance to choose what seems to be of particular interest to YOU. INTERIM also offers an opportunity to travel with a group at reduced rates. INTERIM is an important part of the school year at Centenary.

Notes from a student participating in the History & Government Interim Tour, 1974.

"Even though you kept telling yourself that you were really there, it was still hard to believe you had stepped off that big TWA airliner and found yourself in London, England. "The Touring 10 of the History and Government Department" saw many of the sights of London, but our big journey was still to come.

A few days after we had arrived in England, we left for Alicante, Spain which is on the Mediterranean. It was as if we had landed in a completely different world. Except for Dr. Viva Rainey, our leader, we spoke very little Spanish. We soon learned a few words and we were usually able to get our ideas across.

We left Spain for a few days to go into Portugal. I had always considered Portugal and Spain very similar, so I was surprised by their differences. Portugal is more of an agricultural nation than Spain. Lisbon is a beautiful city and we were lucky to be in a hotel across from the ancient monastery of San Jeronimo.

I was sorry to leave Portugal but we still had many places to see. We traveled through Spain towards the Rock of Gibralter. At "the Rock" we got on board a ferry for Tangiers, Morocco. The trip over was magnificent; the coast of Spain on our right, the coast of Africa on left, and the pirate stronghold, the island of Tariffa, in front of us. Tangiers was a completely new experience; have you ever been offered 200 camels to join a harem? We saw the Casbah and the Arabic market-places of Morocco.

The ferry trip back from Africa was a little rough and we were all glad to see Gibralter. After a few more days of the beautiful weather of Southern Spain, we left Alicante to join the other Centenary students in London. We left London with mixed feelings; it felt good to go home to the familiar things, but I will always long for the adventure and beauty of Europe."

Debbie Brock, Bossier City, La., Junior

Student comments

Because college is a microcosm of life, it's strictly what you make of it. Hence, if a student is sincere about his studies, the majority of the professors are approachable for assistance and reassurance. I have learned to appreciate the smallness of the classes because they guarantee a certain amount of individuality, and I'd much rather be recognized as an individual than a mere number. I've also learned a great deal about people. Some you like and can get along with pretty well; others you learn to put up with because they are human and have as much right to be here as everyone else. You try to understand what it may feel like to be in their position and at the same time learn to be thankful to God for the place where you are. It's all a part of life and we as individuals must learn to deal with problems to the best of our knowledge, and Centenary provides the kind of environment where this can be done in a meaningful way.

Earnestine King
Houston, Texas
Sophomore
Religion/Sociology

Centenary has proved to me that education can be a rewarding and enjoyable experience. I chose Centenary because my major is one which requires intensive individual attention. The music faculty has more than fulfilled this requirement. At the same time, I feel that I have prospered greatly by the courses which I have taken outside my major field. Socially, I have developed intimate relationships with people of diversified interests. In many ways, Centenary has been challenging, but meeting these challenges has proved worthwhile. Centenary has given me something I never before had - - a genuine desire for knowledge. Its opportunities for learning are limitless, and the only prerequisite is the enthusiasm of the student.

Jerome Wells
Beaumont, Texas
Senior Music Major

I believe that Centenary's greatest asset is that it offers a wide variety of activities within an atmosphere of close, personal relationships. The fact that most of the classes are small enables the student to participate in discussions and to get to know their professors personally. Outside the classroom, the student easily becomes well acquainted with each other in the college's friendly atmosphere. I participate in the intramural program and the Greek life and enjoy watching the school's plays and varsity athletics. This combination of personal relationships and extracurricular activities provides me an excellent education in an enjoyable environment.

Bob Dodson
Texarkana, Arkansas
Sophomore
English

Academic, spiritual, and social freedom is the main reason that I'm attending Centenary College. Centenary offers every student the opportunity to develop into a complete person. By having a small, personal campus, students are able to get acquainted with all types of students and faculty while maintaining their own identity. You can still feel a part of Centenary without belonging to the various organizations on campus, although students are encouraged to become involved in group activities. For the students who wish to participate in religious activities, Centenary has active church-related groups on campus and also can attend Sunday services held on campus. I have found during this year at Centenary most of the opportunities of a large state school, plus the personal relationships between students and faculty of a small school. This has created for me an atmosphere for learning and having a great time while I am maturing spiritually, socially and academically.

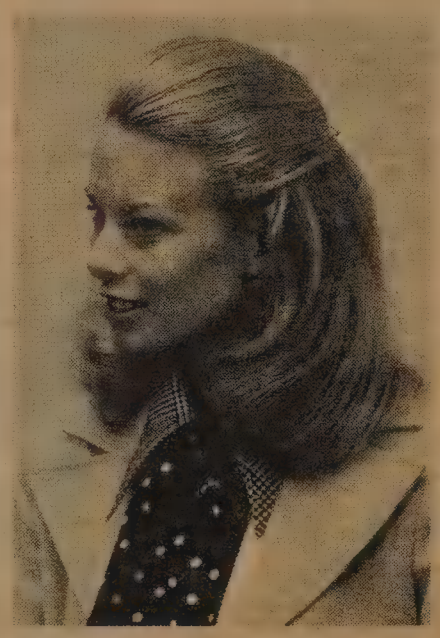
Donna Gayle Wilson
Jefferson City, Tennessee
Freshman
Major Undecided

SHAW

FINK

KING

ARCHER


LOFTIN

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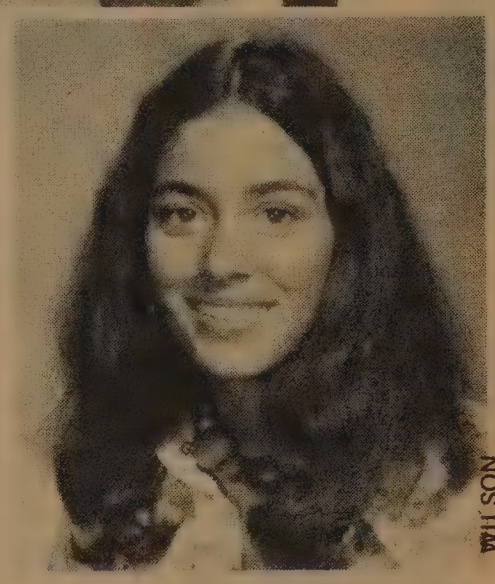
WELLS


WILSON

Centenary offers as fine a pre-professional education as any liberal arts college anywhere. This is mainly due to the concern and personal attention the faculty devotes to the students. In my major, pre-med, this personal attention in class is an important key to the understanding of subject matter. This close contact, available in all areas of study at Centenary, is due to the excellent student-teacher ratio.

Steve Archer
Oklahoma City, Oklahoma
Sophomore
Pre-med

As is the case with almost any situation you will encounter in life, Centenary is only as much as you make it. There is potential here, in both human and material resources, for an incredible variety of activities and experiences. It is up to the individual to tap these resources. Become involved - - because if you don't you will be wasting a lot of money and, worse yet, what should be the best four years of your life.

Jack Fink
New Orleans, La.
Freshman
Major Undecided

Centenary is an enjoyable and exciting place for three main reasons - - the varied social life, the valuable academic atmosphere, and Interim. The many aspects of Centenary's social life make it appealing to everybody; dances, coffeehouses and movies are scheduled many times throughout the year. The small size of the classroom and the sincere interest of the teachers leads to an interesting, yet unstructured, atmosphere for learning. The learning does not stop in the classroom, though. Speakers, recitals and drama productions contribute to the "total" learning experience at Centenary. Finally, Interim is a unique aspect of Centenary not offered by many schools; during the month of January a student can take a complete course of 3½ weeks duration either on or off the campus. These courses are always very appealing and do count as a full credit.

Janine Shaw
Shreveport, La.
Freshman
Psychology

The main reason I chose Centenary College was because of its great Theatre Department. We receive a lot of personal attention because the classes are small and thus we learn more. The campus is gorgeous, and the students and faculty are so friendly. Its like a city within a city. There is something at Centenary for everyone - - academically and socially.

Patricia Anne Loftin
Wauwatosa, Wis.
Junior theatre major
Miss Wisconsin 1971 in Miss America pageant

I have found that the greatest help in meeting any problem with decency and self-respect and whatever courage is demanded, is to know where you stand yourself.

William Faulkner

How many times in your life will you celebrate a 150th Birthday Anniversary?

You will celebrate at least one if you enroll at Centenary College in 1975. The academic school year, 1974-1975, has been named the official year for us at Centenary to observe the 150th. anniversary of our founding. And it will be a most interesting year! Although plans have not been completed at this time, we can tell you that we do anticipate a year filled with events and outstanding speakers and performers

Centenary College has been a part of the American educational scene for a long time (we're number 42 among American colleges and universities). The tradition of academic excellence which has undergirded Centenary through so many generations of students is still a major factor in the choice of many students. We present only a thumbnail sketch of our history to give you some "feel" for our heritage. There are several interesting books that offer the story in some detail; our librarian will be happy to make arrangements for you to borrow one.

A marker was not long ago erected in a grassy area near the entrance to the Centenary College campus. We're proud of this marker and what it remembers! Centenary College of Louisiana is the oldest chartered liberal arts college west of the Mississippi River.

The Louisiana Legislature of 1824 authorized the chartering of the College of Louisiana at Jackson, Louisiana - - formerly known as Bear Corners - - located where Ponce De Leon and his explorers once sought refuge from the infested swampland to the south. The appointed Board of Trustees met on May 2, 1825 to get things organized. The college enrolled its first students that very year.

Life was spartan in those early days of Centenary's existence. After reveille, fifteen minutes were allowed for dressing, and breakfast began at eight o'clock. Classes followed until noon, lunch was followed by more classes until 6, and supper was followed by a full evening of study; this schedule was adhered to 6 days a week. Course work enbraced English, French, Spanish, Latin, Greek, pure and mixed mathematics, natural philosophy, chemistry, natural history, geography, moral and political philosophy, ancient and modern history, logic and rhetoric. Rules were rather rigid, in fact so much so that the town of Jackson itself came under the astringent regulations of the college; no pool, no dancing, no liquor, and no licentious literature was allowed. But even with a rather closely regulated life that was attuned to academic progress, still students found ways to get into trouble with faculty and with each other. Some of those stories are really unbelievable! The students brought their servants, horses, and dogs with them. The college presented an interesting mixture of sights and sounds.

Recent research has turned up some interesting facts about Dr. William Carpenter, Professor of Chemistry from 1837-1844. Dr. Carpenter was one of the prominent medical education pioneers in the South, a friend of James Audubon, knew Edgar Allan Poe and corresponded with Sir Charles Lyell, the founder of Geology as a science. Dr. Carpenter later served as one of the first Deans of what is now Tulane Medical School.

The Louisiana Legislature found the financing of the college difficult because of the small enrollment. One year the enrollment would be high and the promise of growth was felt by all. Then yellow fever would come along and wipe out the student population. The Legislature tried financing the college through a lottery with little success. A number of colleges, such as the one in New Orleans, and academies had been established by the state in the early thirties and students found their locations more attractive. Finally the Legislature announced the closing of the college in 1845.

Six years earlier, in 1839, Methodism throughout the world was celebrating its Centennial (100th. anniversary.) The Methodist conference in Mississippi, Louisiana's neighbor to the east, decided to establish a college as part of the Centennial and appropriately named it Centenary College. The college was located at Brandon Springs, Mississippi, and graduated its first class in 1844. But already by this date the Mississippi conference found the financing of a college to be as difficult as the Louisiana Legislature had found it to be.

Centenary College and the College of Louisiana were both near death. Several astute members of the Mississippi conference, however, saw that the combined patronage of two states would offer a more reliable source of income and students, and invited the Louisiana Methodists to join in support of their college. The proposal was accepted and the combined group decided to purchase the closing College of Louisiana property in Jackson because of its good facilities. The combined colleges at that point took on the name we now use, **Centenary College of Louisiana.**

From this union in 1845 until the start of the Civil War, the college flourished. It was known throughout the south for its advanced forms of student government, for its attempts to keep abreast of the new developments in science, and for its excellent library which contained numerous original Audubon prints and a number of important folios on American Indians. The town of Jackson supported a population of about 500, but when Commencement came each year, the large auditorium seated over 1,500 persons who had driven even a hundred miles or more to be present for the festivities.

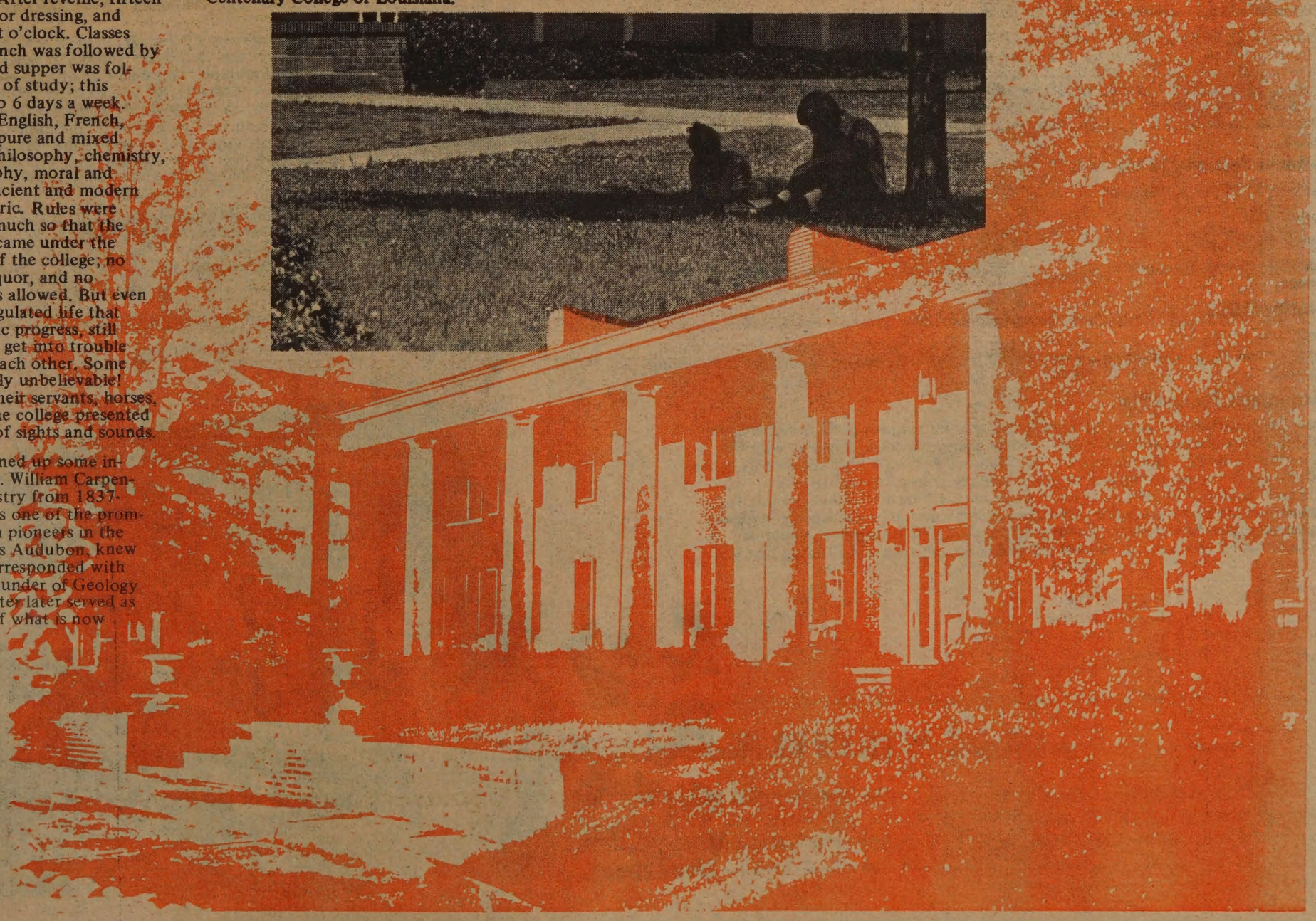
The Civil War interrupted Centenary's growth. There was little time for "formal" learning. On October 7, 1861, there appears this statement in the official college faculty minutes, "Students have all gone to war, college suspended, and God help the right." The campus was used for a time as a Confederate hospital and then as headquarters for the Union army.

The Reconstruction period was difficult for the college. Buildings had been damaged and destroyed. The library had been taken away. Few families had the money to send their sons to college. A letter was sent out after the war proclaiming, "Send the boys, with or without money, and we will help them worry it through." Further complications arose for the college when Millsaps College was founded in Jackson, Mississippi in 1892, and the Mississippi conference withdrew its support of Centenary. It was obvious by this time that Jackson was no longer a suitable location; surrounded on all sides by public colleges and bypassed by the railroads, the town offered no advantages to the student.

Several individuals in Shreveport, Louisiana, were interested in the fate of the college and invited the school to locate in Shreveport, a rapidly growing community which lacked nearby colleges. The offer of a gift of land by Mr. J. B. Atkins was accepted and in 1906, Centenary College moved to its third historical location.

During the 1900's the college had good years when the nation and the economy were growing and had bad years when the wars came and the economy slumped. It was known in the 1930's for an outstanding football team that still holds the Louisiana record for the most games won in a row, without a loss. The real growth of the campus and the student body came after World War II. Centenary College today has a student body of almost 800 students, eighteen permanent buildings of predominantly Georgian architecture and is located on 90 landscaped acres.

We invite you to become a part of the Centenary tradition.



Bits & Pieces

ACADEMIC CALENDAR 1974-1975

Fall Semester, 1974

Pre-registration Faculty Conference	9:00 a.m. - 4:30 p.m.	August	23
New Student Advising	8:30 a.m. - 4:30 p.m.	August	26
Registration	8:00 a.m. - 4:30 p.m.	August	27
Classwork Begins	7:50 a.m.	August	28
Labor Day Holiday		September	2
Last Day for Enrolling or Changing Sections		September	6
Deadline for Dropping Courses Without Academic Penalty		October	2
Mid-Semester Grade Reports Due	Noon	October	21
Thanksgiving Recess Begins	2:00 p.m.	November	27
Thanksgiving Recess Ends	7:50 a.m.	December	2
Classwork Ends		December	6
Semester Examinations		December	9-13

Interim, 1975

Christmas Recess Ends		January	6
Interim Session		January	6-21

Spring Semester, 1975

Registration	8:00 a.m. - 4:30 p.m.	January	27
Classwork Begins	7:50 a.m.	January	28
Last Day for Enrolling or Changing Sections		February	7
Mardi Gras Holidays		February	10-11
Deadline for Dropping Courses without Academic Penalty		February	28
Mid-Semester Grade Reports Due	Noon	March	24
Spring Recess Begins	5:00 p.m.	March	21
Spring Recess Ends	7:50 a.m.	April	1
Classwork Ends		May	16
Semester Examinations		May	19-23
Baccalaureate	2:30 p.m.	May	25
Commencement	8:00 p.m.	May	25

Summer Session, 1975

Registration	9:00 a.m. - 4:00 p.m.	June	2
Classwork		June	3
Last Day for Enrolling or Changing Sections		June	6
Deadline for Dropping courses without Academic Penalty for eight-week courses		June	20
Mid-Semester		June	20
Independence Day Holiday		July	4
Final Examinations		July	25

ANNUAL EXPENSES (1974-1975)

Tuition ($1,400) and General Student Fees ($100)	$1,500
Students enrolled in Music curricula have an annual surcharge of $100 to cover the costs of private lessons.	
Dormitory room, double occupancy ($200 per semester)	400
Single room rates are $530 for the academic year or $265 per semester subject to availability.	
Board ($300 per semester)	600*

*Tentative charge, subject to change, depending upon cost of food service.

Payment may be made on several plans: (1) The entire amount may be paid at the time of registration each semester. (2) One-third may be paid at registration and the balance in two equal installments; one due 30 days after registration and the other 30 days later. There is an installment charge of $10 for this service. (3) A commercial installment plan is available to Centenary students; the plan is a low-cost deferred payment plan. For information, write to: The Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Summer Session (1975)

Tuition: $175 per course unit

Room: $80

Board: $150

Tentative charges for summer 1975 are expected to remain the same but are subject to change.

Interim (1975)

Room and Board $75

Tuition: No charge is made to a student who is a full-time student in either fall or spring semester.

Guaranteed Tuition Plan

The Centenary College Board of Trustees has moved to assist parents and students through the adoption of a guaranteed tuition plan to become effective with the beginning of the fall semester, 1974. The plan will guarantee that the cost of tuition will not be increased during a student's remaining consecutive term as a full time student at Centenary. Transfer students will be assessed at the rate for freshman students entering the college in the same period of the student's regular degree program. Any student re-admitted following his withdrawal would be charged tuition equal to the tuition charged freshman students entering that year.

Please refer to the article entitled "How I Discovered the Real Louisiana" in House Beautiful magazine, Feb., 1974. It gives a brief description of Shreveport and the Ark-La-Tex region, as well as other parts of the state.

True or False

Shreveport is a sleepy bayou town?

Part of the advantage of coming to Centenary is our location. Centenary is located in Shreveport, Louisiana, a city of about 300,000 population which ranked 70th. in size among American cities in the 1970 census. Our city is large enough to offer the advantages of a metropolitan area and yet small enough to have only a 15 minute traffic tie-up during the afternoon rush-hour. (You can even ride a bicycle around town without encasing yourself in armor.)

Four colleges are located in the metropolitan area, as is the Shreveport campus of the LSU School of Medicine. Major industries include Western Electric, General Electric, Riley-Beaird (formerly A.M.F. Beaird), Olin Mathieson, Sperry Rand, and Barksdale Air Force Base. The city is served by Delta, Braniff, Texas International, and Royale Air Lines.

Shreveport is a clean-air city. The climate (fall 75, winter 50, spring 65) is favorable to year-round outdoor activities such as tennis, golf, sailing, water-skiing, fishing and drag racing. We see four seasons and, although there are a number of evergreen trees, seasonal changes are obvious. We even have a little snow every now and then.

Shreveport is located in the northwest corner of Louisiana in a region known as the Ark-La-Tex, and is on U. S. Interstate 20 and U. S. Highways 71, 79, 80 and 171. Shreveport is 3 hours from Dallas, 4 from Houston, 4 from Little Rock, 6 from Oklahoma City, 6 from Memphis, and 6 from New Orleans.

Shreveport expands over an area of both flat river bottom land and slowly rolling hills and bluffs. South of the city are the plains of Louisiana and to the north are the foothills of the Ozark Mountains. Groups such as the Ozark Club and the Audubon Society are able to arrange a wide variety of interesting outdoor events throughout the region. Both pine forests and hardwood areas are in abundance. Spring brings a cacaphony of sounds and a burst of colors.

The northwest section of Louisiana abounds in historical interest. The oldest city in the area, Natchitoches, La., is only an hour drive away. Pre-historic Indian villages, early settlements, and Civil War memorabilia are found in many cities throughout the Ark-La-Tex. South Louisiana is filled with the folklore of the "Cajuns." Life is at a slower pace here than in the megalopolis areas such as New York and Los Angeles. There is a charm to the folkways. And, some of the stereotypes you may have in mind are true - - at least one is - - there is something real about "Southern hospitality."

Did We Remember To Tell You That:

All of our buildings are air-conditioned
Each dormitory room has a private telephone
Our male/female ratio is about 50-50
Our student/teacher ratio is about 10-1
Centenary's campus is really beautiful
Centenary's campus is located in a "neighborhood" section of town
We offer admission to students regardless of race, color, religious affiliation or sex
We welcome your application

Call Collect 318-869-5131

This is your special number to call whenever you want to contact Centenary College. This number will do a lot of things for you:

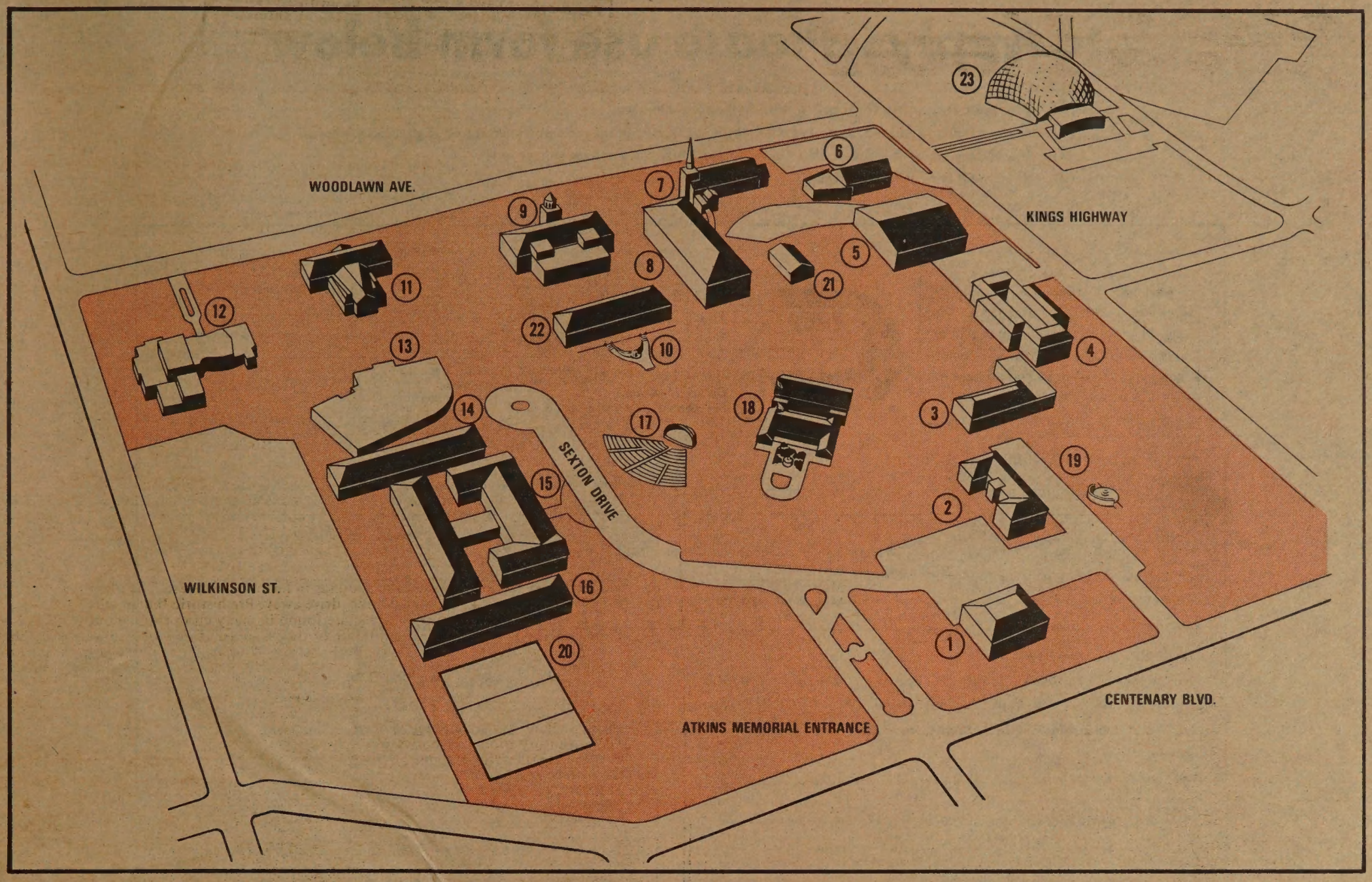
(1) It will get you the Director of Admissions or any of his staff. Ask them those questions that you have. See if they can answer them!

(2) It will get you the Financial Aid Officer. Ask him about financial aid in general or about your specific case.

(3) It will get you a campus visit. Centenary encourages you to visit the campus. It is the very best way to get to know a college. Centenary will house you in one of the dormitories, will arrange any faculty conference that might be of help to you, will give you a "Cook's Tour" of the campus, will arrange for you to sit in on classes or attend any student activities that are going on while you are on campus, and will have you as a guest of the college for meals. If you are flying in or if you come by bus (just try to get here by train), we will arrange to pick you up and return you on time. Try it - - you'll like it!

Special Weekends:

Pre-law Weekend	November 22,23, 1974
Pre-med Weekend	December 6,7, 1974
High School Weekend	February 8,9, 1975
Pioneer II Weekend	March 15,16, 1975

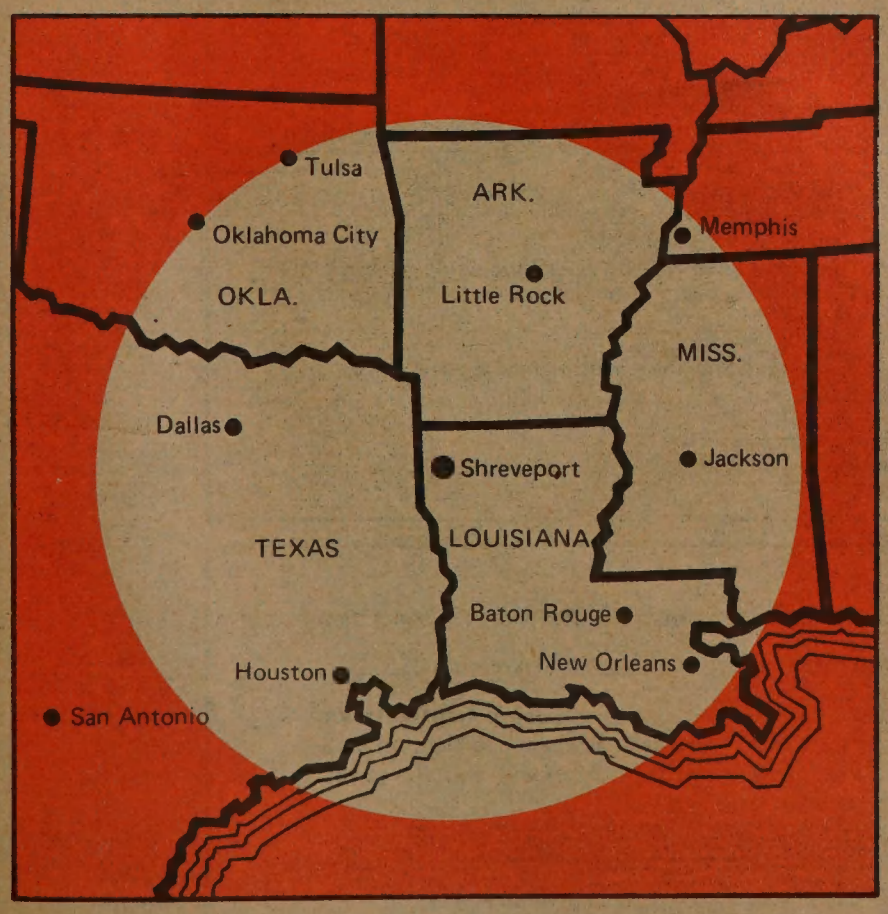


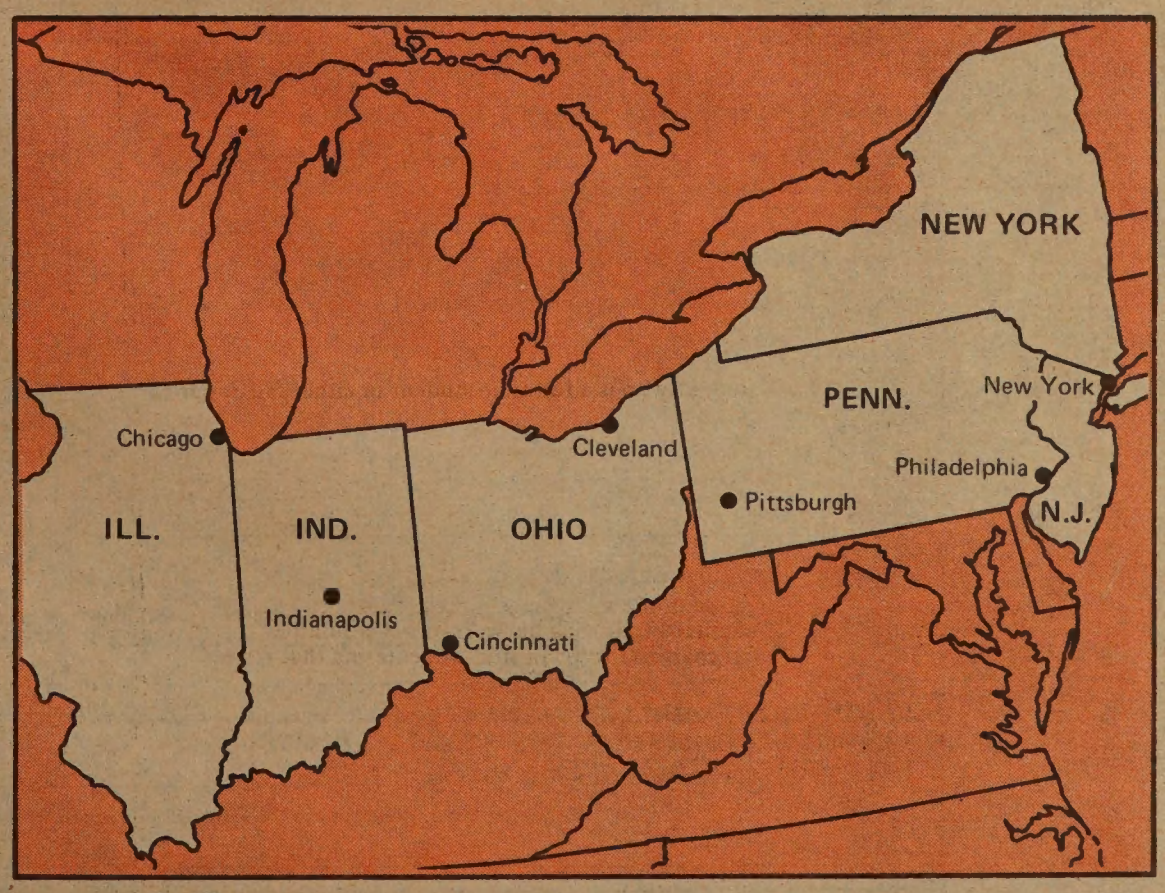
The Centenary College Campus

1. The Old Administration Building
2. Jackson Hall
3. Rotary Hall
4. Pierce Cline Dorm
5. Haynes Memorial Gym
6. R. E. Smith Building
7. Brown Memorial Chapel
8. Mickle Hall of Science
9. Library
10. Morehead Memorial Gardens
11. Hurley Music Building
12. Marjorie Lyons Playhouse
13. Cafeterias
14. Sexton Hall
15. James Dorm
16. Hardin Hall
17. Hargrove Memorial Amphitheatre
18. Moore Student Center
19. Crumley Memorial Gardens
20. Tennis Courts
21. East Colonial Hall
22. Hamilton Hall
23. Gold Dome

"Close enough away"

Centenary is strategically located within a day's drive of over 25 major cities and is within a 6 hours' drive of Dallas, Ft. Worth, Houston, Oklahoma City, Little Rock, Memphis, Jackson, Baton Rouge, New Orleans. Centenary is just about "Close enough away" for most students throughout Mid-America.





and far away too...

Centenary also has a surprisingly large number of students from the area above. They come because of the size of the school, its low cost, its location, its climate and its strong academic program. Delta and Braniff make good connections into Shreveport. Interstate highways can be driven for 90% of the distance.

to Apply : Please use form below

(1) Complete and return form below with $10 application fee.
(2) If an entering freshman, also send SAT, ACT, or GED test scores and transcript of High School grades.
(3) If a college transfer student, also send a transcript of all previous college work.
(4) See page 4 for complete details.

Three unmounted copies of your photograph 2" x 2¾" must accompany this application form. These should be photographs, not snapshots. Print your name lightly with ball point pen on the back of each.

APPLICATION FOR ADMISSION
Return with $10 non-refundable Application fee to:
OFFICE OF ADMISSIONS
Centenary College of La.
Shreveport, Louisiana 71104

For Office use only:
Form I _____
App. Fee _____
A. T. D. _____
Room Dep. _____
Mat Fee _____

PERSONAL INFORMATION

NAME _____ SOCIAL SECURITY NO. _____

ADDRESS _____ PHONE (A.C.) _____
No. & Street City State Zip

Sex: (circle one) Male Female Date of birth ____ 19 ____ Citizen of U. S. (circle one) Yes No

If not a U. S. Citizen what is the country of your birth? _____ Citizenship? _____

Marital Status: (circle one) Single Married Race (current govt. reports request this info.) _____

Denominational Affiliation _____ Where do you plan to live (circle one) At Home With Relative On Campus

ACADEMIC INFORMATION

Term Beginning: (circle one) Fall Interim Spring Summer Year (complete) 197 ___

Status: (circle one) Full Time (4 courses or more) Part-Time (3 courses or less) Auditor

Classification: (circle one) Early Admission Freshman Transfer Transient Re-Admission Special Non-Degree Associate Degree

Intended Major: _____

High School Attending: _____
Name Address Mo. & Year of Graduation

If you have enrolled in any institutions beyond high school, please list below:

_____ from _____ to _____

_____ from _____ to _____

_____ from _____ to _____

Name and address of two persons who can serve as references: (1) Academic Progress (2) Personal Recommendation

_____

_____

FAMILY INFORMATION

Name Address Tel. No. Employer Position

Father: _____

Mother: _____

Guardian/Spouse: _____

If members of your immediate family have attended Centenary, give name and relationship _____

_____

Give name & birth of brothers and sisters younger than yourself: _____

_____

MISCELLANEOUS

List your high school and/or college accomplishments and talents that would help us know more about your interests.

_____

_____

_____

What two things about Centenary College have been of great enough attraction to cause you to apply here?

_____

_____

CERTIFICATION OF APPLICATION

I hereby certify (1) that the above information is true, (2) that this is my bona fide Application for Admission to Centenary College, and (3) that if admitted, I agree to be governed by the regulations, policies, procedures, academic standards and Honor Code of Centenary College.

DATE _____ SIGNATURE _____

STATEMENT OF PARENT OR GUARDIAN (required for an unmarried applicant under 21 years of age). As the parent or guardian of the applicant, I support the application and endorse the above STATEMENT OF CERTIFICATION.

DATE _____ SIGNATURE _____

Centenary offers admission to students without regard to color, race, sex or religious affiliation.

Please send me:

☐ a catalog

☐ financial aid information and forms

☐ the following special information. _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

I am interested in visiting the Centenary College Campus.

I wish to arrive on _____ and leave on _____ .

I will be coming by _____ (means of transportation). I (circle) will will not need assistance to the campus on my arrival in Shreveport. I (circle) will will not need housing while on campus.

Name _____